



COMMONWEALTH of VIRGINIA

DEPARTMENT OF EDUCATION

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July 30, 2005

TO: Safe and Drug-Free Schools and Communities Act (SDFSCA)
School Division Coordinators

FROM: Arlene D. Cundiff, Coordinator
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Office of Student Services

SUBJECT: *Virginia's 2004-2005 SDFSCA Program Efforts* publication

We are please to provide you with a copy of *Virginia's 2004-2005 SDFSCA Program Efforts* publication. This publication provides a summary of the SDFSCA programs and activities implemented in school divisions across the Commonwealth. The intent of the publication is to share program successes and foster networking opportunities between school division SDFSCA Coordinators.

We are truly pleased to have all of the school divisions in Virginia represented within this document. The substance abuse and violence prevention programs and services being provided to Virginia's youth are impressive. Please share the successes of the SDFSCA program efforts with other school and community leaders. If you have questions or suggestions as to how we can continue to share all of the good things happening in Virginia's schools, please contact Arlene Cundiff at (804) 225-2871 or Myra Shook at (804) 371-7586.

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Accomack County Public Schools is committed to providing a positive and safe learning environment that nurtures the academic, social, emotional, and cultural development of each child to his or her fullest potential so that each student can become a productive member of society. Last year, the school board introduced the "Reconnect" program. This program provides meaningful community service activities, educational classes through the internet, and counseling services for long-term suspended or expelled students during their absence from regular school.

The Safe and Drug-Free Schools (SDFS) funds continue to support the two researched-based health curriculums for grades K-10 that include drug and violence prevention lessons. The *Teenage Health Modules* have replaced the health text book in grades 7-12. The *Michigan Model* curriculum was purchased for grades K-6. Because, it is difficult for the elementary classroom teachers to provide health instruction, the elementary librarians are providing the health lessons.

Peer mediation have been successfully implemented in four elementary schools and one middle school. Currently, Chincoteague Elementary School is piloting the "*Respect and Protect*" bullying prevention lessons. The Accomack County Sheriff's Office funds the fifth grade *D.A.R.E.* program. Also, the Sheriff's Office provides two resource officers for the high schools. The Eastern Shore Community Services Board continues to provide a student assistant counselor for the three high schools and the alternative program.

The SDFS process has remained a major component of the School Health Advisory Council. The community assists and supports the school system with programs and activities according to the need assessment. Over the past years, Accomack County Public Schools has utilized its SDFS funds to continue to implement educational and early intervention programs.

For long-term suspended or expelled students, there is a community service program. The student is placed in a private or public sector according to interests or ability. The student is expected to successfully complete three days a week of community service from 8:30 a.m. to 2:30 p.m. These hours are used to recognize the student with a certificate and also as credits towards "payment" for their academic courses.

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Albemarle County Schools conducts an instructional program for students for the purpose of preventing substance abuse and violence in our schools. This is accomplished by providing supporting funds to the school resource officer (SRO) program, the Region Ten Community Service Board, and by providing materials for the elementary drug education program, *"Too Good for Drugs II."* Region Ten Community Services Board provides counselors for group sessions in conflict resolution, anger management, and drug prevention. Individual school counselors are trained in the conflict resolution model as part of Albemarle County's staff development program. In cooperation with the Albemarle County Police Department, school resource officers are assigned to the middle and high schools. The elementary classroom teachers and counselors provide drug education instruction using the *"Too Good for Drugs II"* program.

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Alexandria City Public Schools (ACPS) has prevention programs in all grade levels at all schools. These programs focus on tobacco, alcohol, and other drugs, as well as violence prevention. Below is a brief description of the curriculum and other programs that fall under the prevention umbrella.

Substance abuse prevention education is taught using a variety of approaches on the elementary and secondary levels. Lessons are delivered as part of health education with adjustments made to accommodate similar concepts in family life education.

The elementary classroom teacher is the primary person responsible for covering prevention programming from kindergarten through fifth grade. Beginning in 2004-2005, ACPS began implementation of the *Promoting Alternative Thinking Strategies (PATHS)* program. This program has been designated as the division-wide curriculum for grades K-5, to help students develop better thinking skills, develop more mature and responsible ways of behaving, and improve their academic performance. *PATHS* is a research-based, proven effective curriculum by the Center for Disease Control and the U.S. Department of Education. Additionally, peer mediation training and support is provided through staff development and through participation in the regional peer mediation conference at George Mason University.

Middle school students receive the prevention education curriculum through health and physical education courses. These teachers have received training in the implementation of the nationally recognized curriculum, *Life Skills* training, which focuses on decision-making skills, self-control, and self-esteem for adolescents. The program correlates with Virginia Standards of Learning to build upon and extend the information covered in the elementary curriculum. Middle school students and staff also participate in peer mediation programs.

Information about drugs and alcohol continue through the health and physical education courses at the ninth and tenth grade levels. Ninth grade courses use the *Get Real About Violence* curriculum. Eleventh and 12th grade students receive information on issues dealing with substance abuse programs through government and social studies courses as well as school assembly programs.

Parent education courses using the *Strengthening Families* programs are offered to elementary and middle school families. This is a nine-week program focusing on parent and child interactions, using appropriate limits and positive family interactions. This program is also offered in Spanish.

At T.C. Williams High School, a chapter of Students Against Destructive Decisions (SADD,) has been established under the name of *Student2Student*. Materials, booklets, and pamphlets

from the National Institutes of Health/National Drug Abuse Institute are provided to T.C. Williams and Minnie Howard schools for distribution to their families. The Community of Concern booklet, *"A Parent's Guide for the Prevention of Alcohol, Tobacco, and Other Drug Use"* is provided to all families in our middle and senior high schools. This booklet is also available in Spanish.

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Alleghany County Public Schools has implemented a teen issues counseling program during 2004-2005. This program is provided by John Witherspoon with Braley & Thompson, Inc. Mr. Witherspoon meets with several groups of middle school and high school students each Monday. This program uses a pre- and post-program survey to assess student attitudes and performance. Both teachers and administrators at these schools report positive results.

In addition to teen issues counseling, our SDFSCA funds have been used to implement the *Life Skills* program at Clifton Middle School. SDFS funding has also provided a one-day training on Guidelines for Responding to Student Threats of Violence. Dr. Dewey Cornell and Dr. Peter Sheras at the University of Virginia's Virginia Youth Violence Project presented for a wide range of school personnel.

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Amelia County Public Schools focuses on the Safe and Drug-Free Schools program objectives, which are to reduce alcohol, drugs and violence within the schools and community. This is accomplished by providing prevention instruction and information to help students, staff, parents, and the community identify and intervene to correct problems that have been identified in our locality. Problem areas were identified through the administration of the Youth Risk Behavior Survey in 2004. Comparisons were made to the results of the last Youth Risk Behavior Survey to determine what accomplishments had been made and what areas were in need of more intervention.

The school division provides activities to help students with positive attitudes and decision-making skills to enhance their lifestyles and futures. The schools use *Character Counts*, *Al's Pals*, and *Get Real About Violence* to enforce positive attitudes and teach students good decision-making skills. Schools, depending on the grade level, have programs and activities to encourage positive character traits. Information is shared with the community through PTA, PTO, community organizations, the faith community, the local newspaper, our health advisory board, school division newsletters and the school website. The school system coordinates efforts with other prevention programs such as Safe and Stable Families, Lions Club, Crossroads Prevention Services, and the school nurse. The school nurse is constantly assessing the needs of the Amelia County students and making referrals to the necessary outreach agencies.

Amelia County Public Schools employs an at-risk counselor who continues to work with truancy. It has been determined that truancy is a precursor to more serious criminal behavior. The at-risk counselor notifies parents when a student has more than five unexcused absences during any academic year and networks with local law enforcement and community based agency officials. Staff from the different agencies include, but are not limited to, social workers, mental health professionals, local health department workers, and police and court services (probation officers). They provide services for identified students, along with the filing of appropriate court documentation as a terminal effort for students who fail to comply with interventions employed to improve their attendance.

The school division has employed an Amelia County Sheriff's Deputy to serve as the liaison safety officer (LSO). The LSO travels between the three schools and works approximately 15 to 20 hours per week. The deputy spends time working with the administrative staff, teachers, guidance counselors, the at-risk officer and students with all phases of the discipline structure of the school system. He also teaches a class for the fourth and fifth grade students about drug and violence issues that are associated with the Amelia County area.

Amelia County is extremely appreciative of the support provided by the Safe and Drug-Free staff in their efforts to continue to make our school environment safe everyone who visits our division.

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In a desire to perpetuate a society that is responsible, healthy and caring, the Amherst County Public Schools utilized SDFSCA funds to start the *Lion's Quest* program in grades K-12 during the 2004-2005 school year. Counselors and teachers in the school division were trained to organize and deliver *Lion's Quest Skills for Growing* (K-5), *Skills for Adolescence* (6-8) and *Skills for Action* (9-12) to provide opportunities for our students to acquire life management skills in character, citizenship, drug prevention, and wise decision-making.

The services of a clinical psychologist were contracted to help counselors, school psychologists, and administrators deal effectively with aggressive student behaviors through building positive student-teacher relationships to promote a safe school environment.

SDFSCA funds allowed for the continuation of our *STOP* program to address discipline and behavior concerns of middle and high school students. Over a three-day period students assigned to *STOP* work with the prevention coordinator in the areas of goal-setting, decision-making, anger management, and conflict resolution to foster a safe and drug-free environment for all students.

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The Appomattox County Schools' Safe and Drug-Free Schools and Health Education Advisory Committee is the community conduit for addressing drug awareness and prevention, school safety and security, and student health. The committee meets bi-monthly during the school year to review services and programs. The committee submits recommendations to the school board annually.

We believe maintaining a safe, drug and disruption-free school environment is essential for student achievement. All safe and drug-free funds are used for this purpose. Information is shared with and provided to the school and community about best practices in prevention and intervention.

School safety and drug awareness programs are indicative of our efforts. For example, in coordination with a Virginia Tobacco Settlement Foundation grant and the Appomattox Coalition of Preschool Providers, the *Al's Pals* program is being implemented throughout the county and towns of Appomattox and Pamplin for preschool age children. This is a research-based educational program focused on building resiliency. Drug prevention education is infused throughout the K-12 curriculum and often involves collaboration with community agencies, clubs and organizations. These include: *D.A.R.E.* for elementary school-aged children, *SODA* and peer mediation for middle school students, Red Ribbon Week, the Great American Smoke-out, and child abuse prevention month for high school students.

School resource officers assist in the security at the secondary level. Education in an alternative setting is provided for those middle and secondary students who disrupt the regular school environment. This has led to a reduction in long-term suspensions. During 2004-2005, the Safe and Drug-Free Schools Committee also studied alternatives to suspension for elementary school children and presented a report to the school board.

In 2005, high school students participated in the research-based *Communities that Care Youth Survey*. Results will be compared with a similar survey which was administered in 2001 and serve as a needs assessment in planning future prevention and intervention efforts in schools and community.

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- *Here's Looking at You*
- *Get Real About Violence*
- *Second Step*
- *Project Alert*
- *Life Skills*
- *Risk Watch*
- *KIDSafe Virginia*
- *Virginia's Class Action*
- Virginia's *Class Action's* gang prevention program: Gangs, Your Friends, Your Choices
- Parent Expectations Support Achievement (PESA)
- Saturday School - An Arlington Public Schools alternative to serious school suspensions involving violence and substance abuse; provides counseling to address negative behaviors; modeled after a 2003 report in the American Academy of Pediatrics
- "*Too Smart to Start*" - collaborative program between Arlington Public Schools, Arlington Police, Arlington's Department of Health Services and Arlington's Partnership for Children, Youth and Families; fifth grade program designed to delay the use of alcohol

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Augusta County Schools continues to use a collaborative and comprehensive approach to maintaining safe and drug-free schools. *Pathways*, a partnership program with the Office on Youth, provides a supervised suspension from school program that includes community service and educational support services.

Choice is a six-session/18-hour parent and student drug education program for first-time violations of alcohol and drug policies. Sessions involve community partners in law enforcement, local hospitals, substance abuse prevention specialists, and the local mental health organizations. The program is in its 17th year. It reduces the amount of out-of-school suspension, strengthens parent-child communication, and connects parents and child with community resources.

A new program this year is the national information network program, "*Can We Talk?*" This is a four session parenting program to assist parents in talking to their children about sensitive issues (self-esteem, peer pressure, media messages, and use of illegal substances.) School counselors, school nurses, clinic aides, health and physical education teachers, and Office on Youth personnel all received training to facilitate this program in all 20 Augusta County schools.

"*Vision of You*," a middle school, six to nine week small group program for at-risk students, continues to focus on healthy choices, anti-substance use and anti-violence. Select elementary staff (kindergarten teachers, aides, and school counselors) have been trained in *Al's Pals*. Other elementary and middle school teachers and counselors have been trained in *Second Step* and *Lion's Quest*. School resource officers received training in recognizing the signs of gangs and preventing the establishment of gangs. All principals have received information on anti-bullying programs. In addition, schools continue to coordinate safe and drug-free school programs with school-wide positive discipline plans, character education, school counseling and health curricula.

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The primary goal of the Bath County Schools' violence, alcohol and other drug prevention education program is to encourage students to pursue healthy lifestyles, free from violence, alcohol, and other drug abuse, through instruction, special programs, and professional development for employees. Research indicates that students who are connected to their school/community, have healthy attitudes, and good family communication are more likely to perform well in school and to stay in school. Therefore, our programs work to increase the protective factors of positive school bonding, opportunities for pro-social involvement in the school/community, family communication, and fostering healthy beliefs and clear standards for behavior. The programs also work to decrease the risk factors of favorable parental and student attitudes toward problem behaviors and early initiation of problem behavior; thus, directly fostering a learning environment that is safe, drug-free and conducive to learning and indirectly supporting improved academics and graduation rates.

Title IV Safe and Drug-Free Schools Act Funds supported activities:

- YADAPP – Serves high school youth and is designed to develop positive peer leadership skills in a core group of students and adults. Participants learn an action planning process which empowers them with the skills needed to implement an activity or program designed to prevent substance abuse and violence in their schools and community. The larger school/community is then impacted by the implementation of this action plan. Service activities foster positive bonding to one's school/community, a continuing goal of Bath County's prevention programs.
- *Keep a Clear Mind* – Serves students in grades four through five and their parents and is designed to develop resistance skills, provide alcohol and drug information and foster family support through increased parent discussions with children on substance use. One of our community goals is to increase parent/community awareness of drug/alcohol/violence issues. This program is one piece of increasing that awareness.
- Grade 8 orientation program – Serves students in grade eight and their parents and is designed to develop pro-social attitudes (positive bonding) to school during a time of transition for students and parents (entering high school). Activities include group “challenge” activities for students and teachers, activities for parents and students, and familiarization with school building and rules. The program is designed to increase bonding to the school community (protective factor). Evaluation data collected over three years document program effectiveness in increasing incoming eighth graders' positive attitudes toward school and in decreasing their discipline referrals.

Other division-sponsored activities include the division's K-12 drug prevention/education curricular program (including *Science, Tobacco & You*); anger/conflict management training for

grades eight through twelve (using *The Teenage Health Teaching Modules "Violence Prevention Curriculum for Adolescents"* and *"Aggressors, Victims, and Bystanders: Thinking and Acting to Prevent Violence"*); peer mediation/helper training for grades four through seven; special drug prevention/education activities and organizations provided in cooperation with other community groups (including *Class Action*, *QUEST*, *Prom Promise*); staff training (discipline, conflict resolution, violence de-escalation); parental involvement in local programs that focus on parenting skills, drug prevention/education provided by the local Community Services Board (CSB), the health department, the Family Preservation Program and the faith community; and ongoing community partnership building with youth serving community agencies and with parents. Through the school health advisory committee and other community contacts, programs and activities are coordinated and collaborative initiatives undertaken.

Peer mediation and leadership training activities have been a part of our schools for more than five years. These programs have contributed to significant reductions in violence, drug, alcohol, tobacco-related discipline referrals. Significant increases in community service have also resulted from these programs.

Use of *Keep a Clear Mind*, *The Teenage Health Teaching Modules*, and the *Science, Tobacco and You* curricula are newer endeavors for Bath County Schools and we look forward to learning more about their effectiveness.

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The Bedford County Public Schools' Safe and Drug-Free Schools program centers on two primary goals: reduction in the number of incidents of disruptive behavior and conduct endangering self or others, and reduction of incidents involving student use of drugs, alcohol, and tobacco. To address these goals, the program focuses on three primary types of activities: providing drug and violence prevention instruction and information; providing intervention to identify and correct problems, including facilities and equipment to support prevention efforts; and providing instructive activities to assist students in developing positive attitudes and good decision-making skills.

For providing drug and violence prevention instruction and information, four components are included. Counselors and teachers provide the primary instruction and information to students in classroom lessons and counseling sessions. School assemblies and presentations are scheduled to support the SDFS goals. Suicide and violence prevention information is provided to students, teachers, and parents. The *Get Real About Tobacco* program is used with students in grades four through nine. Each school also works with a school resource officer (SRO), provided by the Bedford County Sheriff's Department or the Bedford City Police Department, to provide information and instruction to students.

The second primary program emphasis – providing intervention to identify and correct problems – is addressed with a great deal of assistance from community agencies. The local SDFS committee has identified violence, bullying, and suicide prevention as a primary focus for this program area. The local law enforcement agencies provide SROs for the schools. These officers assist in identifying problems or potential problems and finding ways to prevent future problems. The school counselors provide direct intervention and assistance to students, as well as referrals to assistance from local agencies. Intervention efforts also include programs in peer mediation, bullying prevention, and anger management. Local experts work with schools to provide these services. Through the PTSA, parents work with the school personnel to provide individual programs and to disseminate information.

Three programs are used to address development of positive attitudes and good decision-making skills: *Character Counts*, *Lions Quest*, and *Al's Pals*. These programs provide instruction, interaction, and practice to guide students toward making good decisions and developing positive character traits. Individual schools sponsor activities to promote good character development, such as various charity events, fundraising for charities, school assemblies, family programs, and community awareness events.

The following additional activities are included to support the primary program areas:

- Updating and implementing comprehensive school security plans;

- Working in partnerships with local law enforcement agencies to support school resource officers in all schools;
- Providing materials and training for conflict resolution programs in schools;
- Working in partnership with other area school divisions to provide alternative education programs for violent and drug abusing students;
- Providing student assistance programs, including counseling and referral services;
- Providing emergency intervention services following traumatic crisis events;
- Providing programs to train school personnel in all aspects of the program to provide safe, orderly, and drug-free schools; and
- Disseminating appropriate drug and violence prevention information to students, parents, and teachers.

Funding from a variety of sources supports the Safe and Drug-Free Schools program.

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Bland County Public Schools' efforts to continue making safe and drug-free environments have somewhat changed during this school year. We began our school year by releasing the results of our *Pride Drug Survey* which was administered last spring to students, teachers, and parents of grades 6-12. Our goal was to establish need areas to which we could address our efforts. Upon the recommendations for our Drug Advisory Committee, we had an assembly at each school to reveal the results of our surveys. This information identified targets of need and equipped the audiences with scientific data to support substance abuse prevention programs. Our PRIDE assemblies received community newspaper coverage and support.

We continue to implement the *Life Skills* into our curriculum for all students in grades 6-8. At the Bland School (K-12), PE teachers also use *Life Skills* with the health portion of their physical education classes. We still find that this program is useful in gaining and sharing information with peers and trusted adults. We receive reports from teachers, parents and students that the *Life Skills* program is working. We have also been able to use money to purchase school law books for our principals and other literature needed to promote SDFS such as videos and materials for lower grades to begin anti-drug/violence understanding. At this point, we have kept *D.A.R.E.* programs in both of our elementary schools. We find that there is positive influence from our local deputy dare officer.

We plan to implement a new parenting program purchased with our SDFS funding entitled *Parenting Wisely*. We have secured to have a course facilitator who has previewed the materials and CDs. Our program is open to the public requiring only registration. The Department of Social Services has made referrals (some court ordered) to our program, and these parents can only benefit from our class. Our classes will continue to have incentives (gift drawings, refreshments or prizes.) for families to become motivated and involved, learning how to operate as a family unit. We have brochures and flyers posted in our schools, and articles about the course have been published in our community newspaper, *The Bland Messenger*. At present, we have eight parents registered and one high school student who is in the referral process. We will provide babysitting and needed transportation.

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Botetourt County Public Schools has written policies prohibiting possession and/or use of illegal substances on school property, school buses, and at school sponsored events which take place off school property. This prohibition applies to students and to all school board employees.

Penalties for violations of the policy are spelled out and include expulsion and referral to the local sheriff's office, where appropriate. An employee assistance program is available to all employees. A student assistance program is available to all middle and high school students.

Botetourt County Public Schools has a substance abuse curriculum, which is interwoven with the health curriculum at each grade level. This curriculum is supported by *D.A.R.E.*, *BEST*, *GREAT*, and *Class Action* programs at the elementary and middle schools. Four officers are paid by the local sheriff's department to support these programs.

The Safe and Drug-Free Schools funds will help pay for the services of a part-time student assistant counselor who will work with at-risk students at the larger high school. Student assistance counselors will assist with the coordination of the schools' conflict mediation plans. A student assistance program core team will be developed and comprised of the building administration, a nurse, teachers, guidance personnel and the school resource officer to continually monitor and assist at-risk students in substance and violence issues. Student assistance counselors are provided at our smaller high school, middle schools and elementary schools through a combination of local funds and other grant sources.

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Virginia Middle School (VMS) participates in a comprehensive drug and violence prevention education curriculum, character development curriculum, noncurricular activities, and special events. Virginia Middle School uses the *Life Skills* training curriculum, a program geared toward promoting health and personal development. Pre- and post-surveys indicate decreased favorable attitudes toward tobacco, drug, and alcohol use. VMS has also adopted the "*Character Counts*" curriculum as its character education program. An example of the activities utilized includes one pillar being displayed every six weeks, with a "Word of the Week" and a "Quote for the Day" announced daily. Some other activities VMS participates in are Red Ribbon Week and Week Without Violence.

The student assistance program (*SAP*) is also offered for grades 6-12. The student assistance program is a service partnership between the school and other community resources. *SAP* provides the students with the help they need to overcome problems that interfere with their education. This program provides identification of students and intervention of problems at an early stage. Students are consulted one-on-one and in small groups. There were 87 students referred to the *SAP* program last year. Of those 87 students, 80 (92%) indicated a positive experience in the student assistance program.

The sixth grade students participate in the *Drug Abuse Resistance Education (D.A.R.E.)* program. The *D.A.R.E.* post-test given to the sixth grade was approximately 60% higher than the pre-test, proving that students were more knowledgeable about the dangers of drugs and alcohol abuse. The sixth grade students are also beginning a twelve-lesson bullying prevention curriculum called *Steps to Respect*. The *Steps to Respect* program is a schoolwide curriculum that trains adults to effectively deal with bullying while teaching skills to help children develop healthy relationships and decrease bullying behavior.

Bristol Virginia City Schools has started a new program at Virginia High School for 2004-2005 called the Bearcat "PRIDE" program. The Bearcat "PRIDE" program (Positive, Rewards, Initiate, Desired, Expectations) design is to provide ninth grade at-risk students the skills necessary for making successful transition from middle school to high school. Currently, there are 30 students enrolled in the Bearcat "PRIDE" program at Virginia High School. The curriculum focus is extended time on language arts, algebra, and study skills. Also, included in the curriculum is character education, integrating technology to facilitate learning and organizational skills. Each student is encouraged to participate in extra-curricular activities. Individual tutoring sessions are conducted for daily SOL tutoring, make-up work for all classes, reading activities, instructional programs, academic interests, study skills, parent meetings and other pertinent activities to enhance the educational experience. A strong emphasis on parental involvement, correspondence, and participation in the educational process is a key aspect of the

program. Improving attendance, reducing discipline referrals, and increasing academic performance on freshman SOL testing are key performance objectives.

Virginia High School also offers an annual drug and alcohol free after-prom party. This event has been very successful, with an average of 125 students in attendance per year. Students who have participated in the after-prom party stated that they were likely to return to the event the following year. We hope to continue to offer a variety of programs through SDFS to the students in the Bristol, Virginia community.

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Funding from the Safe and Drug-Free Schools program has implemented many substance abuse and violence prevention programs and activities at our four elementary schools. These include Red Ribbon Week, *D.A.R.E.*, and the Just Say "No" after-school program. In the fall, students participate in a local parade displaying the "Just Say No" banner. Fifth grade students participate in the *D.A.R.E.* program. *D.A.R.E.* is implemented in partnership with the Brunswick County Sheriff office.

Elementary school sponsors are paid a stipend through the Safe and Drug-Free Schools fund. Peer mediators are located at our middle school and are also paid a stipend. They all place emphasis and focus on safety, drugs, mediation, and the law. School sponsors are responsible for monthly reports to the coordinator of special projects.

Additional activities are held throughout the school division. All students participate in monthly tornado and fire drills. A newsletter for parents is distributed on a regular basis. In the schools, character education is emphasized weekly. The Lawrenceville volunteer fire department visits with head start students. Local volunteers are used for mentoring with students who need additional support with academics and personal issues.

As a needs assessment, the Pride Survey was administered to grade levels five, eight, and eleven in the 2002-2003 school year. This survey involved about 90 students. The survey will be administered again in the spring of 2004-2005 school year.

As a result of the many activities and programs held at the elementary and secondary schools, a ten percent decrease has been noted in the overall use of tobacco and other drugs as reported in the annual Discipline, Crime and Violence reports for school years 2002-2003 and 2003-2004.

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Through the cooperative efforts of the Virginia State Police, Buchanan County Sheriff's Office, Buchanan County Health Department, Cumberland Mountain Community Services, PTA, parents, and community organizations, Buchanan County Public Schools has developed a comprehensive drug and violence prevention program. The goal of the program is to inform all students of the harmful effects of alcohol, drugs, and tobacco to aid them in making sound decisions in life choices, as well as promoting a safe environment conducive to learning.

A student conduct code, which includes policies pertaining to drugs, alcohol, and violence is updated and disseminated annually by the Buchanan County School Board. The conduct code promotes school safety and encourages a disciplined environment for all students. The conduct code states explicitly the Buchanan County Public Schools' policy on use, possession, and/or distribution of alcohol, and/or other drugs. All teachers and students are instructed on the rules and regulations in the conduct code. Parents must sign a verification form stating they have been informed of these rules and the form is then placed in the student's file.

Buchanan County pre-K and kindergarten teachers are implementing *Al's Pals: Kids Making Healthy Choices Program* funded by the Virginia Tobacco Settlement Grant. The research driven teacher training and classroom curriculum helps children develop positive social skills and problem-solving abilities at an important time when life-long behaviors and attitudes are first forming.

Buchanan County is using a science-based program, *Life Skills*, which meets the Principles of Effectiveness. In addition to *Life Skills*, all fifth grade students receive drug education awareness and prevention provided through the *D.A.R.E.* program that is sponsored by the Buchanan County Sheriff's Department.

Buchanan County Public Schools was recently introduced to a newly formed organization called "*One Life of Virginia*." The organization is operated exclusively for the purpose of providing youth outreach programs for our area communities in an effort to promote drug awareness and prevention. The effectiveness of the Buchanan County Drug Education Program continues to be evaluated through the crime and violence report by the number of incidents reported. A survey is also being evaluated and is awaiting approval by the school board.

BUCKINGHAM COUNTY

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The Safe and Drug-Free Schools (SDFS) program works closely with the Buckingham Alliance for Youth in planning and implementing prevention programs in the Buckingham County Schools. The alliance represents community public and private organizations including faith-based partners and parents. New programs were developed after the completion of a community asset project and the implementation of the Youth Risk Behavior Survey in grades 6-12.

To meet the identified needs, we developed prevention programs that provide services to all students and staff in the six schools that make up the division. In addition, parent workshops and prevention resources were made available throughout the year.

The teacher/drug coordinators at each school conducted several prevention programs using resources provided by the SDFS funds. These programs include: Red Ribbon Week, Great American Smoke Out, alcohol prevention, child abuse prevention, and safety education week.

The student assistance coordinator provides assistance at each school working with various personnel and programs, such as guidance, health education, health occupations/nursing, and parent-teacher associations. Also, SDFS funds are used for staff development activities conducted at the beginning and throughout the school year. Topics include suicide awareness, anger management, mediation/conflict resolution, violence prevention, and character education. The following research-based programs are being implemented in various schools and settings within the division: *Second Step*, *Life Skills* and *Character Counts*.

The high school continues to count their peer mediation and peer helper programs as successful additions to their program. Each provides the opportunity for students to be involved in solving problems while developing leadership skills. Through the use of SDFS funds, approximately 60 students were provided two days of professional training, which directly impacted 225 new students. All 700 students at the high school have access to the peer mediation program and a team annually participates in the YADAPP conference.

To assist the high school with smoking cessation, an alternative to suspension program is conducted that enables identified students to secure information and support to end their use of tobacco products. Three support groups are also conducted to meet the needs of identified students, one in our alternative middle school, another at the high school as an after-school program (Young Buckingham Achievers), and the third with fifth graders in the elementary school.

For the past two years, we successfully conducted a program for suspended/expelled students in grades 6-12 at a center provided by our faith-based partner. The program, Volunteer

Opportunities In Community Experiences (VOICE), involves two days of community experience by the enrolled students, provides academic assistance from a certified teacher, and counseling for both students and parents.

BUENA VISTA CITY

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Prevention programs in drug, alcohol and tobacco use and abuse have been conducted in grades K-12. This has been an ongoing process in conjunction with local law enforcement, community groups, and health awareness groups. The Buena Vista City Public Schools have implemented a science-based substance abuse curriculum, *"Too Good for Drugs,"* in grades K-12. Time-out programs have been put in place in our schools to provide intervention strategies. Disruptive students are being removed from the regular classrooms in order to provide a safe learning environment. An alternative education teacher is responsible for overseeing students who are at-risk. She has implemented training gained from YADAPP conferences and knowledge she has gained through the *"Too Good For Drugs"* program. A safe and drug-free after-prom party is being planned. Security cameras have been installed at both of our elementary schools. Mentor teachers and new teachers have participated in workshops focused on dealing with effective classroom management, communicating with parents, and dealing with difficult behaviors.

CAMPBELL COUNTY

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Campbell County Public Schools has developed a comprehensive and successful safe and drug-free schools program. Programs, activities, and personnel that support prevention in our schools include:

- Health, character, and driver education;
- Mentoring, *SODA*, and *Class Action* programs;
- Parenting programs;
- Bullying and crisis management staff training;
- Prom Promise and After-Graduation parties;
- Resource officers;
- School news articles for parents about substance abuse prevention; and
- Guidance referrals to agencies that provide support for drug treatment and prevention.

Kindergarten, first grade, and second grade teachers have been trained in *Second Step*. Fourth grade will be trained in the program during the 2005-2006 school year. This program builds social competencies and aids in violence prevention. Guidance counselors will begin a new program, *No Bullying*, for the 2005-2006 school year to support *Second Step*. This program will be targeted for small groups of students who would benefit from this instruction.

The school division serves approximately 8,900 students in K-12 grades. The success of these programs is evidenced by a low dropout rate of 91% (2003-2004).

CAROLINE COUNTY

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Using Safe and Drug-Free Schools' (SDFS) funding, Caroline County Public Schools has implemented the *Life Skills* program for students in grades 3-5. The guidance counselors received training in the *Life Skills* curriculum and are responsible for its implementation in the two elementary schools. Funds were used at the middle school to train the health and physical education teachers in the *Skills for Adolescence* program and the curriculum is implemented in the sixth grade health classes. At the high school level, ninth grade health and physical education teachers are using the *Say It Straight* program in their health classes. Funds were used to purchase training materials for the teachers and classroom materials for the students.

Character education continues to be a division-wide focus. All schools and departments focus on a character education word of the month. Members of the community are encouraged to participate through the displaying of the word of the month on school signs and banners. The word of the month is posted on the division website and several community organizations include the word in their monthly meeting agendas. At the primary school level, the guidance counselors target character education in their weekly lessons with all of the students.

Community efforts have resulted in partnerships among the schools, Caroline's Promise, and faith-based organizations to bring speakers to the middle and high schools. A community forum for teachers, administrators, and parents was held as part of this year's effort. The video series, *Preventing School Violence*, and the accompanying training manuals were purchased for schools to use as part of their staff development program.

CARROLL COUNTY

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Carroll County Public Schools' Safe and Drug-Free Program offers *Student Assistance Professional Services (SAP)* at the Regional Alternative Education Center (RAE) and at the school based alternative education classes known as the *CALL Programs*. The *SAP* program is based on the counselor model and provides direct services weekly to all alternative education students in the county, including the ISAEP GED students. The *SAP* program also provides referral services, alcohol, tobacco, and other drugs (ATOD) awareness, and character education. Approximately 155 students are served annually or 12% of the student population in grades 7-12 by *SAP*. In addition to *SAP* services, the school based guidance counselors and school nurses provide drug/violence prevention programs in their respective schools. In cooperation with community services, the sixth and seventh grade classes in the county are now receiving *Life Skills* training from Mountain View Youth and Family Services.

The *SAP* program at the RAE Center focuses on ATOD addiction rather than prevention due to the needs of students. The *Fagerstrom Test for Nicotine Dependence* was administered to all alternative education students and indicated that 71% of alternative education students in our county are addicted to nicotine. Five percent of those students surveyed rated their dependence on tobacco as low and the remaining 66% rated their dependence between medium and high. As a result of this data, the *SAP* has implemented the *NOT (Not on Tobacco)* program through the American Lung Association. *NOT* is a volunteer, teen smoking, and cessation program. A total of 66 alternative education students and 17 high school students out of regular education have volunteered for the ten-week program (one hour session per week) to date. Twenty-two percent of these students reported they either quit smoking or significantly reduced the number of cigarettes they smoke.

The *SAP* program's primary goal is to develop successful, safe and drug-free students at the RAE Center. This is attempted by having them experience positive self-motivation and increased self-esteem by allowing them to experience success through rewards in an incentive program. The incentive program evaluates and rewards individual and group behavior. The rating system is implemented during each block. The student can earn zero to five points during each block and 20 points in a weekly group session. Points are awarded based on their appropriate behavior, demonstration of positive character traits, appropriate participation in ATOD awareness classes, and by refraining from promoting ATOD use. The incentive/rating system provides immediate feedback and rewards in regard to the student's ability or willingness to demonstrate appropriate behavior and character traits. Points are totaled at the end of each month and the top eight students earning 70% or more of the points possible are selected to go out for lunch provided by a community restaurant. This current month, 56% of RAE Center students received over 90% of their incentive points.

In addition to points, the students must not have been suspended, tardy, truant, or behind in their work. Students at the RAE Center may also use their points to purchase items donated by community merchants. Items range from pencils to CD players. From the top eight students, a "Student of the Month" is selected and taken to lunch at Shoney's by the teacher of his or her choice (lunch is provided by Shoney's). The RAE students may earn breakfast croissants (provided courtesy of our local Burger King) once a month provided there are no major altercations. They have earned croissants every month this school year.

The *SAP* incentive program has had many positive results. The students have learned how to earn success and self-esteem. Truancy has decreased by 48% and grades and SOL scores are continuing to improve. The recidivism rate is significantly lower than previous years. Suspensions are down by 90% compared to their home school suspensions, and the overall moral and interpersonal relations with peers and staff are very good. Students have participated 100% in the incentive program and are monitoring their personal success daily. Community involvement continues to be an important key to the success of the incentive program, and the students write thank-you notes and cards monthly.

CHARLES CITY COUNTY

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Charles City County Public Schools continues to provide a comprehensive anti-violence and drug-free program through the efforts of Charles City/New Kent Mental Health, Quinn Rivers Community Action Agency, Charles City County Recreation and Parks, Charles City County Sheriff's Department, Charles City County Office on Youth, and other agencies in the community. Programs that exist in the schools reach out into the community. Community agencies extend assistance for programming for toddlers, young children, teens, and parents.

Anti-drug and violence programs extend support services to personnel who work in the schools. School policies, personnel, and student handbooks are kept current within the guidelines of federal and state regulations for providing a safe environment, which adhere to an apparent message that drug and violence prevention is personally owned by administration, students, staff, faculty, parents, and the community.

Staff, students, and administration collectively review policies with parents at the beginning of each school year through assemblies, PTA meetings, and open house meetings. Parents are asked to critique the Code of Conduct to make changes according to community, or as mandated by state and federal guidelines.

Faculty and staff development are provided on topics pertaining to strategies to prevent aggressive behavior or current trends regarding violence and substance abuse. The school grounds are posted with signs, which promote an anti-violence theme through *drug-free school zone* signs to inform the community that drugs, alcohol or violence will not be tolerated. Visitors are asked to wear identification and to sign in before conducting business.

Student assistance program (*SAP*), and employee assistance program (*EAP*) resources are made available. In addition, safety audits are conducted annually to guarantee that schools and school grounds meet safety standards regarding the school site and exterior, the development and enforcement of policies, and the existence of prevention and intervention activities. This audit further establishes that staff, parents, and law enforcement are given opportunity to participate in formulating policies and practices to enforce safety measures. The safety assessment process also includes verification of the development of the crisis management plan, and measures taken to protect Americans with disabilities.

The community supports drug prevention programs year around. Annually, Red Ribbon Week is held in October and violence prevention month in April. The community provides anti-violence, anti-drug activities for students after the prom through donations, planning, and chaperones.

Peer mediation, Student Organization for Developing Attitudes (*SODA*) and Fighting Against Drugs Everyday (*FADE*) exist in the elementary, middle, and high schools. A substance abuse counselor is provided from mental health to assist in training sponsors and students. A domestic violence counselor is also provided through Quinn Rivers Community Action Agency. *Character Counts* curriculum is provided to sixth grade students through the community extension service to enhance an existing school-wide character program. The Virginia Tobacco Settlement Foundation supports the *Now and Later Program* with a facilitator and a co-facilitator for middle school students.

The community is currently providing a third year of services for family unity and positive school interaction through the *Families and Schools Together* program (*FAST*).

The public schools and community are using three science-based programs, which meet the Principles of Effectiveness. These programs include *Second Step*, *Families and Schools Together (FAST)*, and *Character Counts*. Each program is evaluated locally by analyzing data through school attendance, Annual Yearly Progress, (AYP), the crime and violence report, and anecdotal data.

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Charlotte County Public Schools offer many prevention opportunities for students and parents to ensure a safe environment.

- A grant from the Virginia Tobacco Settlement Foundation was obtained to implement two tobacco use prevention programs. During the summer months, approximately 35 students in grades 4-7 participated in the weeklong *Teens Tackle Tobacco* program. During the school year, 125 sixth graders participated in the 14 session *Project Alert*. The classes were taught by staff from the Crossroads Prevention Services Program. Those sixth graders and their parents enjoyed a recognition dinner in February and will benefit from three booster sessions next year. An application is currently being prepared for finding next year's funding.
- A school resource officer is assigned to both the high school and middle school and is a visible measure of safety. She rotates between the two schools on a daily basis and assists in ensuring a safe school environment.
- Every school in Charlotte County is provided services from the school social worker. The school social worker implements prevention programming, provides and makes appropriate student referrals for counseling and mentoring, is the Juvenile and Domestic Relations Court liaison for the county, provides emergency intervention services following traumatic or crisis events, reviews prevention curricula, implements the local attendance policy, and provides parental resources.
- Red Ribbon Week was celebrated in October to provide and encourage drug-free schools and communities. During that week, a variety of activities occurred. The most significant were reflective narratives and poems written by students.
- Suicide prevention training for school staff was in February 2005.
- For the eleventh year, the After-Prom Party is again scheduled and will provide students with a safe, alcohol and drug-free environment following the prom.
- High school and middle school students who have displayed inappropriate behavior visit a correctional facility once a year. Programming is provided to decrease criminal and unfavorable acts among the students in school and in the community.

CHARLOTTESVILLE CITY

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Charlottesville City Public Schools has a close working relationship with community agencies including juvenile justice and area health resources/facilities that support safe and drug-free schools and community. We sponsor and participate in numerous parent and community workshops and educational/information sharing events that promote school safety and a drug-free educational environment.

The School Health Advisory Board acts as the advisory committee for our Safe and Drug-Free Schools Program. With their recommendation and support, in March 2005, our school division again conducted the PRIDE survey with all students in grades 7-12. The results of that assessment will be tabulated, the information reviewed, and the results compared to the previous PRIDE survey results, then disseminated to the school board, principals, parents, and community agencies. This needs assessment will then become the basis for the development of our Safe and Drug-Free Schools proposal for 2005-2006.

Our grant monies have allowed us to purchase and implement the *Second Step* Program as part of our school guidance curriculum in grades K-9. *Second Step* is a violence prevention curriculum designed to reduce impulsive, high-risk and aggressive behaviors and increase children's social-emotional competence and other protective factors. The program's content varies according to grade level and is organized into three skill building units:

- Empathy – students will learn to identify and understand their own emotions and those of others;
- Impulse control and problem-solving – students will learn to choose positive goals; control impulsivity, and evaluate the consequences of their behavior in terms of safety, fairness, and impact on others; and
- Anger management – students will learn to manage emotional reactions and engage in decision-making even under stressful circumstances.

Additionally, grant funds fully support a “purchased service” contract with Community Attention (a division of the Charlottesville Department of Social Services) to coordinate a service-learning program, Teens GIVE, for students in grades six through eight at Walker Upper Elementary. In addition to teaching the value of giving back to the community and empowering students to “make a difference,” this program emphasizes character education and career awareness activities that are appropriate to the students’ developmental level.

The remainder of funds are spent to support integration of a service learning model coordinated by Teens GIVE for students in Block I & II, a transition program designed to motivate “at risk” students in the ninth grade as they transition to the high school.

In conjunction with our goals and identified needs, we are collaborating with the Charlottesville Redevelopment and Housing Authority (CRHA) and other community agencies such as Region Ten's prevention coalition to promote safe choices and drug-free activities in our locality.

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Chesapeake Public Schools is excited about its efforts to reduce the use of alcohol, drugs, and tobacco, and prevent violence in our student population. We have taken many steps to educate our youth about the ills of drug abuse and violent behavior. A wide range of programs and activities have been put in place to help reach the vast majority of our students, and without a doubt, we have made significant gains in the reduction of drug use/violent behavior.

In the 2001 school year, Chesapeake Public Schools chose the *Life Skills* program as its primary curriculum for drug prevention. This exemplary program has a history of tremendous success. With the help of the Safe and Drug-Free Schools (SDFS) funds, we have trained 55 middle school health and physical education teachers. At this time, we are teaching approximately 10,500 middle school students in the comprehensive program.

Another program that is showing great success is our student assistance program that we have incorporated in our six high schools. This program reaches out to students through individual counseling and program activities that encompass a wide range of student needs: SAVE (Stopping Acts of Violence Through Education), conflict resolution, parenting classes, anger management groups, and activities on days such as the Great American Smoke-Out and drug awareness day. Our student assistance counselors (SAC) program continues to provide identification and intervention at the early stages of both substance and violence abuse. The number of individuals it positively affects are a measure of the SAC program's success.

Other programs helped by SDFS are the after-prom parties, *Pals for Peers*, YADAPP, and the Chesapeake Pride Team. The Chesapeake Pride Team is an affiliation of the National Pride Team. It consists of students from each of our six high schools, 40 students total. Each member of the team signs a pledge to remain drug-free and works within their school to support anti-violence and drug-free programs. They actively participate in YADAPP activities, after-prom parties, and with other school groups that encourage a drug-free lifestyle. Members of the Pride team are on several citywide committees, including the Chesapeake Council on Youth Services and the newly appointed Chesapeake Youth Advisory Board. As a group, they perform throughout the Tidewater area conveying their message that life can be fun without drugs. At the city's Building Bridges Conference, they use the resources they learn from their national convention to conduct workshops on drug awareness. They are recognized throughout Chesapeake as role models and leaders of their peers in the fight against drug abuse.

Chesapeake Public Schools will continue to look for programs that will enhance the lives of our entire community.

CHESTERFIELD COUNTY

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Through collaboration and coordination with students, parents, schools board members, school staff, representatives from county agencies including mental health, police, probation, youth services, and representatives from the business community, Chesterfield County Schools has developed a comprehensive, dynamic Safe and Drug-Free Schools program for 53,000 students in 39 elementary schools, 12 middle schools and ten high schools. Chesterfield has a zero tolerance policy toward weapons, drugs, alcohol and tobacco in its schools, and a code of student conduct that is strictly and consistently enforced. A community task force has identified four core values – respect, responsibility, honesty, and accountability – and school employees and students stress and model these values throughout the school division.

Highlights of the Safe and Drug-Free Schools program include student assistance programs at elementary, middle, and high schools and ongoing training for staff members who want to implement new student assistance programs. Conflict resolution training is offered for students and staff members. Staff members collaborate to offer education and training for students and parents to ensure their understanding of the division's expectations around appropriate behavior and timely attendance. Intervention programs are provided for students suspended for violating the code of conduct around alcohol, tobacco, and other drug use. Bullying prevention programs in elementary, middle and high schools are implemented using a research-based approach to programs and service delivery. *Al's Pal's* teaches social skills for violence prevention. This program is available in some elementary schools and Head Start with implementation plans for expansion. Student leadership training and education help to promote safe schools. Botvin's *Life Skills* program is offered in the middle schools as a way to build resiliency. Trained crisis teams are available in every school to address the needs of students and staff members. "Parenting Wisely" is available in county libraries for parents who want to learn more about parenting skills. The school division and representatives from the mental health department and the health department have collaborated to develop a community approach to suicide prevention among students. The prevention teacher coordinates prevention efforts and establishes a systematic method of program development and implementation based on the needs of schools.

The school division has established a committee on coordinating prevention to oversee current and future prevention program delivery in the school division to be sure prevention is coordinated within the school division, as well as within the larger community. The members of this committee include representatives from youth development, mental health, probation, health department, police, and social services. In addition, the school division is represented on the partnership for youth sponsored by the Office of Youth Development, on the Chesterfield County Coalition for a Healthy Community (SAFE) and on the Chesterfield County Juvenile Drug Court team.

CLARKE COUNTY

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Clarke County Public Schools offers a large number of before and after school activities in order that all students are provided with alternatives to non-productive behaviors. Our Learning in Networks of Caring Support (LINCS) program includes activities for students K-12, which are designed to assist students who are at-risk in the areas of academics and behaviors. Discussions with community members, parents, the youth task force, the safe and drug-free parent committee, local law officials, and the CLEAN organization have helped create these activities. The proactive intervention contributes significantly to maintaining a safe and drug-free environment.

This year we were able to purchase the *“Too Good for Drugs, Too Good for Violence”* curriculum for grades 5-8 and send our counselor to training for implementation with our CLEAN representative. Additionally, we purchased the *Aggressors, Victims, and Bystanders: Thinking and Acting to Prevent Violence* for use in our high schools and our counselors report this is a wonderful program.

The success of all of these programs is evidenced by our low dropout rate, decrease in discipline referrals, and increase in SOL scores. The number of students and families who take advantage of these opportunities shows that they support our efforts in helping students maintain a drug-free life.

COLONIAL BEACH

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Colonial Beach Public Schools have been very fortunate to be able to use the Safe and Drug-Free Schools monies to help develop a mentoring program at Colonial Beach High School. The *Star Mentorship Program* was created in 2000. The purpose of the program was to pair an at-risk student with an adult mentor to help with school choices, as well as community and personal choices in the student's life. The program is directed toward the eighth and ninth graders at Colonial Beach High School. The mentees have been paired with mentors in order to provide one-to-one tutorial assistance in the four core academic areas. Our SOL scores have improved significantly due to the extra help. The *Star* Mentor Director helps develop the working relationship with the student and the adult. The school provides a place for the mentor and the student to meet and have private discussions about things that are going on in their life. We have found that, of the students who have gone through the program, approximately 85 percent have improved their school attendance and their school achievement. Some students opt to return to the program for a second school year.

COLONIAL HEIGHTS CITY

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Colonial Heights Public Schools' Safe and Drug-Free Schools programs are carried out in each of our five schools. One of our school counselors works with one middle school and one elementary school. She is responsible for a great deal of the "Drug-Free Efforts," especially at Colonial Heights Middle School. The division's Title IV goal was to have fewer suspensions in our crime and violence report. By having this counselor work directly with the students, we are pleased that our suspensions are lower than in years past.

COVINGTON CITY

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At Covington City Schools, grades K-4 participate in activities designed by their classroom teachers to prevent violent activities, drug use and alcohol abuse. Guidance counselors promote these healthy lifestyle activities during their individual and group counseling sessions. Fifth grade students participate in Drug Abuse Resistance Education (*D.A.R.E.*). Grades six and seven receive the *Life Skills* program.

Two new programs were implemented in 2004-2005 for our K-7 students: *Second Step* and *Steps to Respect*. Grades K-2 participate in *Second Step* according to the curriculum's plan. Grades 3-5 participate in *Steps to Respect*. Grades 6-7 participate in the middle school program for *Second Step*.

Eighth grade students participate in the *Life Skills* program. Students in grades 8-12 may choose to join the Teens Against Drugs and Alcohol (TADA) at the high school level. Other activities are available for our high school students such as the YADAPP conference. This conference promotes leadership opportunities for our high school students who wish to maintain a drug and alcohol free lifestyle.

Covington City Schools administered the Pride survey in March 2004 to develop baseline data to follow the successes of our safe and drug-free activities in the future. The Pride survey will be administered in May 2005 to obtain updated statistics to be utilized for program evaluation purposes.

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Once again we are planning to administer the Youth Risk Behavior Survey to students in grades 6-12 in the spring 2005. We use the results of this survey to plan a variety of programs to create a safe and drug-free environment in Craig County Public Schools. We involve students and parents in our planning process and coordinate with other community groups and organizations.

The first major happening of the school year is Red Ribbon Week in October. Craig County Public Schools are located in a single campus for grades K-12, so all ages are involved in many activities. However, there are activities during the week that are specifically tailored for the elementary, middle, and high school students. Elementary students have a different focus for each day of the week.

Part of our funding this year has been directed to the school resource officer. Also, throughout the year students are learning skills in the classroom for successfully avoiding the use of the drugs and alcohol as well as violence prevention. The programs in use are *Too Good for Drugs*, *Too Good for Violence*, and *Character Counts*.

CULPEPER COUNTY

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During the 2004-2005 school year, the peer mediation program has been expanded to include middle school students. Short-term psychoeducational groups have been made available for students in grades 7-12. These groups have focused on anger and stress management, conflict resolution, and communication skills. Students who have chronic anger management issues and would benefit from one-on-one counseling are offered six to eight individual sessions with a school counselor. Appropriate referral and follow-up services are provided for students and parents participating in the program. In addition, 16-20 new students at the high school and middle school will be trained as peer mediators and advanced training will be made available for existing mediators. The counselor also offers workshops and consultation services for classroom teachers dealing with conflict, communication, stress, and problem solving.

CUMBERLAND COUNTY

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Cumberland County Public Schools has written a student code of conduct. The following are standards of student conduct established by the division for all students under its jurisdiction:

- Consequences shall be determined on the basis of the facts presented in each instance of misconduct at the reasonable discretion of the division, its designated committees, and other appropriate school officials.
- Students are expected to follow classroom, school, and division rules at all times. Safe and Drug-Free School (SDFS) funds are used to provide Cumberland Elementary School with a prevention facilitator/ISS coordinator. This coordinator provides assistance to students who are violent, disruptive, and/or violent in the classroom. When assigned to in-school suspension, the coordinator uses research-based materials such as “*Get Real About Violence*” to work with the students in addition to helping them with their assigned academic work. SDFS funds help to provide other research intervention materials to all three schools in the division.

DANVILLE CITY

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Danville City Public Schools (DPS) is using its 2004-2005 Safe and Drug-Free Schools funding to build on activities that benefit all students as we work toward providing superior educational services that surpass the needs of our students and community.

The bulk of our funding supports a student assistance coordinator who serves at the elementary/middle levels. The coordinator works with student and staff at six schools to help ensure compliance in attendance regulations. The coordinator serves as a link among home, school, and the community by collaborating with various school and community agencies to provide needed services to the student and/or the student's family. The coordinator deals with such issues as attendance/truancy, dropout prevention, substance abuse and anger. The coordinator is also available to provide counseling to long-term suspended or expelled students as they complete a rehabilitation plan.

SDFS monies also help in our parental involvement efforts. A brochure entitled *Truancy: Your Child and the Law* is distributed to parents of students in Danville City Public Schools. Other funding is used in our efforts to collaborate with the school resource officer program to provide *Class Action*. Additionally, SDFS funds provide training or instructional supplies for school security personnel and student assistance personnel in working with at-risk or disruptive youth. Danville Pittsylvania Community Services Board is contracted to provide anger management for students in need of the service. A portion of the funding assist students in attending the week-long Youth Alcohol and Drug Abuse Prevention Project. Participating students have the opportunity to develop a plan to improve their school or general community through a service project.

DPS focuses on "coordination" in using Safe and Drug-Free Schools' funds. We recognize that many factors influence the children who make up our schools. We further recognize that we alone are not able to meet all their needs or resolve their problems. Using the TEAM approach will ensure success in our attempt to help our students graduate from high school with the skills to compete in a global environment.

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Dickenson County Public Schools has adopted the *Life Skills Training* program. The program targets students in grades 3-8 and is designed to enhance and strengthen social and self-management skills. The *Life Skills Training* program develops ways to set goals, promote assertiveness, resist peer and media pressure, and teaches conflict resolution skills. Incidents of violent behavior and illegal drug use have declined since the inception of the program as measured by the Crime and Violence Report and juvenile intake records.

Dickenson County Public Schools has implemented *The Extracurricular Participant Pledge Program*. Students who participate in a Virginia High School League (VHSL) sanctioned extracurricular activity are required to sign a pledge that they will not use tobacco, alcohol or other illegal drugs during the school year. Participants are selected randomly and screened for such use. Violators of the pledge program must enter an intervention program and meet other requirements or be excluded from all VHSL sanctioned extracurricular activities.

Dickenson County Public Schools, in an effort to reduce the number of out-of-school suspensions, has put into place an after-school and Saturday detention program. Students are assigned detention instead of suspension for certain school rule infractions. The detention program is staffed by teachers and/or principals. Appropriate classroom assignments and behavioral packets accompany each student that attends. Parents are notified in advance and must provide transportation. The program has impacted the division's attendance rate and has benefited classroom instructional time.

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Dinwiddie County Public Schools is currently using a new program in the elementary and middle schools called "*Too Good For Drugs*". It is being taught by our physical education instructors during the physical education classes in elementary school and during the health classes in the middle school. This program has been well received by the students and teachers.

In our middle school, health education teachers are also using *Life Skills* which seems to be needed at this level. They begin this course with a pre-test and end with a post-test to determine comprehension of the information taught.

We teach the *Responding in Peaceful and Positive Ways* (RIPP) program to all of our sixth graders. They are taught the proper way to respond to violence and how to respond in alternative ways to violence. We plan to compile data in our schools to see if these programs are helping.

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Essex County Public Schools provides the *D.A.R.E.* programs (through local law enforcement) in elementary (K-4), intermediate (Grade 5) and high school (Grade 9-10). The school resource officer delivers the program for elementary and middle school students. A member of the local law enforcement agency provides the program for the high school. The *Class Action* program is delivered in a targeted grade at the intermediate school and high school. In partnership with Virginia Commonwealth University, seventh grade students participate in six TNT workshops instructed by trained high school students through the Virginia Tobacco Settlement Foundation. Essex Intermediate School uses the *Life Skills* curriculum in grades six and seven. A teen mediation program facilitated by the additional intermediate school counselor (provided in cooperation with the Middle Peninsula-Northern Neck Community Services Board) is provided after school for grades 5-8. Elementary and middle school parents are offered the *Parenting Techniques That Work* (PTTW) program in coordination with the Middle Peninsula-Northern Neck Community Services Board. This program prepares parents to increase their effectiveness in promoting healthy behaviors in children and to reduce risks associated with adolescent health and behavior programs by teaching parents specific strategies. A community coalition is in its development stage. The Phil Chalmers, “True Lies” program was presented for grades 5-8 during the school day. Chalmers provided a teacher and parent program that evening and a parent/student program the next evening for Essex and neighboring Caroline County residents.

A high school team participates in YADAAP. The summer 2004 team received a mini grant for the “Friends Who Care” club. The *RISE* program at the high school offers students with discipline issues the opportunity to work on assignments and remediation under a facilitator in order to keep up with their academics and not miss additional time. Eleventh and 12th grade students receive classroom guidance and participate in the Prom Promise program.

Dropout prevention camps are run throughout the division. The overall focus is assistance with homework or remediation in core areas. The program provides intermediate and high school students the opportunity to make up work and missed time, as well as receive tutoring. At the elementary level the S.A.F.E. program (funded through Social Services) not only provides homework assistance, but also provides for participation in enrichment clusters such as computer, music, or Spanish. The S.A.F.E. students are also actively involved in community service projects. These programs are very popular at the elementary level and include a parental involvement component.

In conclusion, it is a numerous and varied pool of monies that support the achievement of safe and drug-free schools in Essex County. Programs are supported in the following ways:

- SDFSCA funding for security hardware and after school/Saturday programs;
- Local law enforcement instructional programs and resource officers;

- Community agencies' support for an additional counselor, *Life Skills*;
- Local college studies for VTSE.

Note: A community coalition is in its initial stage of development as of March, 2004.

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The Safe and Drug-Free Youth Office (SDFY) of Fairfax County Public Schools (FCPS) uses its Safe and Drug-Free Schools' (SDFS) funds to provide schools, communities, county agencies, medical treatment providers, law enforcement, and parents with the most up-to-date information on drugs and violence. The SDFY section works very closely with the Fairfax County police, Community Service Board, medical services, and the Drug Enforcement Administration (DEA).

The SDFY section has established 22 school-community coalitions to support its outreach prevention efforts. These coalitions focus on helping schools and communities develop ongoing drug and violence prevention programs. The coalitions continue to work in the schools and communities by establishing parent and staff awareness trainings, middle school after-school programs and science-based programs such as *Second Step* for students in K-6, *Get Real About Violence (GRAV)* at the middle schools, and *Too Good for Drugs and Violence (TGFDV)* in the high schools.

The SDFY section and the coalitions have established evening parent programs such as, *Life Skills*, *Guiding Good Choices*, and *The Parent Second Step*. The SDFY section also conducts a tobacco intervention and alcohol and other drugs intervention program for students who are referred by school administrators or as a volunteer by parents. These two programs provide each student the chance to assess their own behavior as it pertains to tobacco, alcohol and other drugs. Students requesting additional help once they complete these programs are supported by INOVA HEALTHSOURCE and the Alcohol and Drugs Youth Services. There are two seminar instructors that conduct the alcohol, tobacco and other drug intervention seminars.

The SDFY section has two ATOD specialists that support all coalition activities and provide them with the latest trends in ATOD use. These specialists oversee the school-court probation counseling program, monitor and provide instruction on the use of the breath-testing devices for the school division, coordinate all preventive surveys, and update school staff and coalitions on the latest prevention education trends, prevention programs and educational research. These specialists work closely with the seminar instructors to provide students and their parents with the most up-to-date prevention information. Specialists also provide training in the *GRAV* and *TGFDV* programs.

SDFY continues to fund the peer mediation and conflict resolution programs. The student mediation conference is in its twelfth year with over 2000 students attending annually. Another program that the SDFY section hosts is the annual Safe and Drug-Free Schools bookmark contest and reception that has taken place for 19 years. The top two winners from each school, and their families, are invited to attend the awards reception. Many communities and civic organizations contribute to the bookmark contest and reception. Some of these are

Outback Steakhouse, who has donated food for the reception for the past four years, the Arts and Education in Concert, the Drug Enforcement Administration, and the Elks who have provided the awards and scholarships. Funding and donations from organizations such as these provide part of the SDFY and school-communities support.

The SDFY section continues to reach out to its diverse community by providing prevention programs and materials in the different communities in their own languages. Members of the SDFY staff continue to be members of local, state and national committees.

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Falls Church City Public Schools is pleased to share that George Mason High School has successfully launched its Student Assistance Program. The program focuses on identifying students with needs and problems that are interfering with academic success. Crisis intervention and support services both within the school and in the community are provided to identified students. Interventions may also take the form of treatment that is offered through health care and mental health care service providers.

This is the first full year of this program at GMHS. Training has been provided to all team members, orientation of staff, parents, and community members has taken place, and ongoing programmatic needs have been articulated. Federal program monies have been used to address many needs including a student survey (Pride Survey) and staff training costs.

In the words of Dr. Monica Bilby, assistant principal who chairs the team, "the GMHS Student Assistance Program is still in its infancy, with some procedures still to be modified and a great deal yet to be accomplished while members of the Student Assistance Team explore new possibilities for helping at-risk students. Yet even now the program provides an excellent vehicle for staff members to identify at-risk students and to communicate with one another about how to address their needs."

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Fauquier County Public Schools (FCPS) has developed a continuum of Safe and Drug-Free Schools programs that we believe are comprehensive and successful. The 2004 Pride survey revealed that alcohol and other drug use among students in Fauquier County is down. However, there is still much to do to continue educating our students about the dangers of substance abuse and violence.

The elementary school counselors use the *Peace-Able Place* violence prevention program. They have a peer mediation program and several student support groups to address anger management, social, and assertiveness skills.

At the middle school level we have in place Counseling Academic Parent's Service (CAPS) for children at-risk for violence and substance abuse. The program assesses the needs of the students and involves parents in activities. As a result both students and parents end the sessions feeling more enlightened and more empowered. We are implementing the *Too Good For Drugs* program in the sixth grade physical and health curriculum as a preventive measure.

High school students find the peer mediation program very helpful. Students also benefit from other alcohol, tobacco and drug (ATOD) prevention programs and threat assessment through our crisis management program. This resource is available to students who self-report or those identified by a core team.

During the 2004-2005 school year, students at Southeastern Alternative School identified as at-risk for substance abuse have participated in the *Seven Challenges Intervention* program. We found the program to be very effective in changing the underlying psychological problems that adolescents with drug and violence issues often exhibit.

When students violate the FCPS ATOD policy, they are required to attend four assessment sessions with an ATOD counselor. Parents must be present at one session. During these sessions parents and their children explore ways to improve communication and to learn about drugs and the impact they have on the body. We have found that involvement of parents enhances the success of intervention.

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Life Skills Training – this year the fourth graders in Floyd will have the booster session of the *Life Skills Training (LST)* program. This classroom curriculum uses role plays, games, discussions, and activities to enhance the protective factors they were introduced to during *LST* in the third grade. Students learn to improve their communication skills, increase self-esteem, positively express their feelings, relieve stress and practice how to say “no.” This program is supported by the Safe and Drug-Free Schools initiative and will be taught by a prevention specialist.

Anger Management – Small group sessions are offered to students who have been identified as having several anger related behavioral referrals. These groups provide both a support group and an educational setting for students. In group, students identify personal strengths, learn the difference between assertive and aggressive behavior, develop skills to control anger and resolve conflicts, and improve communication skills. This service is also supported by Safe & Drug Free Schools and will be facilitated by a prevention specialist.

Substance Abuse Services – These services are not defined by a predetermined number of sessions, nor do they follow a specific curriculum. Instead they range from one-on-one to small group sessions that will address individual needs of students who abuse or at risk of abusing substances. These clinical services will be provided on an “as needed” basis at all county schools by a prevention specialist.

FLUVANNA COUNTY

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The mission of Fluvanna County Public Schools is to provide quality education whereby all students acquire the skills, knowledge, and values necessary to develop into responsible and productive citizens of the 21st century. The school division recognizes the necessity of providing a safe, orderly, and drug-free learning environment in order to fulfill its mission. Fluvanna County Public Schools emphasizes the link between safety and discipline to student achievement and continuously analyzes discipline and achievement data. Both data have demonstrated overall improvement and is supported through all schools being fully accredited and the division making Adequate Yearly Progress for the 2003-2004 school year.

Funding provided through the Safe and Drug-Free Schools and Communities Act (SDFSCA) has enabled Fluvanna County Public Schools to expand its counseling services and prevention programs. The school division has used the majority of the funding to contract with Region Ten Community Services Board to provide a prevention specialist to work with students at all levels. The specialist has provided direct services to middle- and high-school aged students in the school system's intervention center. Small group sessions used *All Stars* and *Project Towards No Drug Abuse*, both research-based programs, purchased with SDFSCA funds.

The Region Ten specialist also works collaboratively with school guidance counselors and administrators to provide counseling in the elementary, middle, and high schools. A variety of topics are addressed in small-group sessions including dealing with feelings, anger management, self-esteem, drug awareness and prevention, and grief and loss.

SDFSCA funds supplement the school division's efforts in providing a safe and drug-free environment for students. School administrators, teachers, and guidance counselors set high expectations for all students as described in student handbooks and the student code of conduct. Additional programs provided in the schools include character education programs, *Second Step*, *Too Good For Drugs*, *Project Alert*, and *Towards No Tobacco Use*. Security cameras are in all schools along with resource officers at the middle- and high-school levels. A partnership with the Fluvanna County Sheriff's Department and the Virginia Tobacco Settlement Foundation allows the division to provide the additional people, programs, and technology necessary to contribute to a safe and drug-free environment for students in the school division. The division will monitor its progress and plan accordingly through continued evaluation and data analysis. SDFSCA funds will assist the division in its evaluation efforts.

FRANKLIN CITY

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The Safe and Drug-Free Schools funding has greatly supported the efforts of Franklin City Public Schools (FSPS) in the development of a comprehensive drug/violence prevention program. Each school has designated personnel who coordinate special events and non-curricular activities for their school. Our program includes a drug prevention education curriculum for grades K-12, special programs and events, parent workshops, community programs, and staff development training.

We continue to use a program called *Here's Looking at You*, a violence prevention and character development curriculum used in grades K-12. Students receive classroom lessons on drug prevention and making good choices in their health classes. The guidance counselors at each school work with students in small and large groups and provide classroom lessons with an emphasis on character education, conflict management, social skills, anger management, bullying and teasing.

Teachers and support personnel have received training for working with difficult students and reporting suspected abuse and neglect. The school resource officer teaches *D.A.R.E.* to all fifth and tenth graders. At the high school, the SADD club promotes drug awareness activities with a focus on drug and alcohol prevention. SADD promotes activities during the holidays, breaks, homecoming, and the prom. Each year, they perform for special programs such as the PTA at the elementary and middle school. Other teen groups such as the Black Achievers and the Leader's Club also collaborate and participate in our drug prevention activities. The Motivational Multimedia Drug Awareness presentations are scheduled annually.

Parental and community involvement are important to the effectiveness of our safe and drug-free prevention program. Parents and community leaders serve on the Health Advisory Board. Community agencies and organizations such as the Department of Social Services, Rotary Club, mental health center, health department, and Blackwater Rivers Promise, work with us to provide the needs of the students who are referred for services. Parent workshops focusing on academics, safety, student behavior, and parenting skills are presented through PTA programs and special workshops.

The Pride survey was used to document and evaluate our program and will be conducted again this year. Based on discipline incident reports from all three schools, most referrals continue to be written for rude, discourteous, and uncooperative behavior. There have been no incidents of drugs, alcohol, or weapons at the middle or high school thus far. This year, we will have our Pride survey data analyzed as we evaluate the weaknesses and strengths of our services. Specific, evidenced-based programs need to be implemented to have the greatest positive impact on students with behavior problems.

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In Franklin County, SDFS funding provides for a student services case manager for grades 9-12 at Franklin County High School. The case manager complements and provides needed linkage for the numerous programs and services related to drug, alcohol, and violence prevention. The primary focus is to identify and work with students and families exhibiting risk factors for poor academic/social adjustment, including involvement with youth violence, drug/alcohol use, and attendance issues.

While guidance counselors work with students on an ongoing basis, their time per student can be limited by their caseload. The student services case manager's focus is on students who need extra attention. This extra attention and coordination with outside agencies, particularly the court system, has been invaluable. Since the addition of the case manager, there has been a steady reduction in the number of incidents of drug and tobacco use by students as well as incidents of truancy.

As noted in the annual LEA progress report for 2003-2004, incidents of drug, alcohol, and tobacco use were reduced by 12.5 percent at Franklin County High School. Incidents of truancy were reduced by six percent. The number of referrals to the truancy response team in 2002-2003 was 55 and in 2003-2004 it was 36. Some factors which contributed to these changes include: increased use of in-school suspension, information to ninth graders regarding the attendance policy, reorganization of the ninth graders into smaller learning communities, vigilance in monitoring statistics, strict attendance policy for seniors in regard to exam exemptions, individual and group counseling with the case manager (in addition to contact with the guidance counselors), organizing anger management groups, functions of the truancy team, and involvement of the Juvenile Court Services Unit and other outside agencies.

Assessment is conducted through monitoring of student logs, discipline and attendance records, and end of year review of statistics from Franklin County Public Schools, Franklin County Sheriff's Office, and the Virginia Department of Education's Crime and Violence Report. Implications are that combined efforts at Franklin County High School, plus the focus in achieving at-risk students by the case manager, have shown tremendous improvement of the goals of the 2003-04 SDFS grant.

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In the elementary schools, the Safe and Drug-Free Schools program supports *Here's Looking At You* in the classroom. *Get Real About Violence* and *Talk It Out* are used in guidance sessions. Social skills lessons are provided. *Love and Logic Parenting* lessons are offered during the school year at various elementary schools in the evenings.

At the middle school level, *Get Real about Violence* is taught in health class and is supported as a school wide program implemented by a school-run core team. Frederick County Public Schools also sponsors a drug-free student activity group called *Youth In Action*.

At the middle and high school levels, the Student Assistance Program (SAP) includes: free pre-assessments for substance abuse; support groups for anger management; improving communication skills coursework; adolescent transitions programs for children of divorce and grief counseling; and decision-making skills. SAP also provides programs for first time offenses of the tobacco policy and the drug-free athletic policy. Referrals are made to community agencies. SAP coordinates school-wide campaigns for a safe environment, personal responsibility, and Red Ribbon Week. After-school activities are provided by the Youth Development Center. At the high school level there is an annual mailing before prom and graduation to parents of juniors and seniors regarding parental responsibility.

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Rappahannock Big Brothers/Big Sisters is a community-based organization that partners with the Fredericksburg City Schools in order to provide mentoring activities to identified at-risk elementary and middle school students after school. We believe that it is highly essential to involve parents and the community in the Safe and Drug-Free Schools (SDFS) Program as the partnership helps students who are most at-risk meet success.

The after-school mentoring program is Mentors and Matches (M&M) and is offered twice a week. The identified at-risk elementary and middle school students are matched with a trained mentor. Clear standards for behavior and establishing pro-social relationships are encouraged. The mentoring experiences increase self-esteem, school attendance, grade point average, and positive relationships with peers and adults, as well as decrease discipline referrals/suspensions. Because the after-school mentoring is effective, academic achievement continues to progress.

Having funds available every year helps create consistency in the program and helps develop important assets for all students. Activities, staff development/education, and training are made possible from SDFS funds.

GALAX CITY

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Galax Middle School has a very active *Just Say No Club*. The club is the largest in the school with over 140 members. Members are expected to exhibit appropriate behavior and to be examples of responsible behavior for other students. The goals of the club are to provide information aimed at preventing and recognizing drug abuse, alcohol abuse, and violence, and to provide fun alternatives to harmful behaviors.

The club offers educational materials, programs, and speakers promoting the Just Say No goals to the entire student body. They also sponsor Red Ribbon Week, which celebrates a drug-free life with games, contests, educational give-aways, and a free after-school sock hop. The club also sponsors the Spring Dance, which is the culminating activity of the school year. Local organizations contribute to the dance and the entire student body is invited to attend at no charge.

The *Just Say No Club* also does several community service activities each year. They host activities honoring *American Education Week* and *Teacher Appreciation Day* as well as donating to local and worldwide charities.

Club members attend monthly meetings at which they participate in the planning of the upcoming activities and have guest speakers. The final activity of the year for club members is a spring rally picnic. During the rally members get to spend a time off campus having a fun filled day which includes a club meeting for planning the upcoming year, a guest speaker, games, contests, and a picnic lunch. Through it's many activities, the *Just Say No Club* contributes to the quality of life for all students at Galax Middle School.

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It is our goal to combat the early use of alcohol, tobacco, and other drugs (ATOD) by continuing the following programs through funds available through the SDFSCA grant:

- *Life Skills* program for fourth and fifth grade students;
- *Lion's Quest: Changes and Challenges* for sixth and seventh grade students;
- *Too Good for Drugs II* program for eighth grade students; and
- *Too Good for Drugs and Violence* for high school students.
- Additionally purchased services include peacemakers program, violence prevention, anger management, and life skills training for students in grades four through high school. These services assist in training students in conflict-related psychosocial skills, including anger management, unbiased social perception, conflict avoidance, problem solving, and assertiveness.

Each program focuses on positive ways of dealing with negative situations, self-esteem, good decision-making skills, and the perils of drug and alcohol consumption. School truant officers, for whom a portion of these funds are allocated, provide counseling on at-risk behavior including the use of alcohol, tobacco, and other drugs as well as provide intervention in situations of behavior misconduct when alcohol and other drugs are involved. School truant officers, by policy, are involved in the individualized counseling program for students who are suspended due to drug and/or alcohol abuse. By reinforcing skills that promote the student's self-esteem, good school attendance, good conflict resolution skills, and the ability to make good decisions, students are better equipped to avoid the problems of substance abuse.

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The focus of the Gloucester County Public Schools Safe and Drug-Free Schools program continues to be the implementation and/or continuation of developmentally appropriate instructional programs such as *Too Good For Drugs*, *Too Good For Drugs and Violence*, SADD, After Prom Party, middle school peer mediation program, ROARS, and Bridgewater Theater. The programs provide elementary, middle, and high school students development of refusal skills, negative opinions about drugs/alcohol, goal setting skills, effective communication skills, and decision making skills. These programs also assist with efforts to strengthen parental, community, and business partnerships.

Gloucester County Schools, using SDFSCA funds, offered a before and after school drug and violence prevention program, ROARS (Reaching Our At-Risk Students) to elementary schools for the 2003-2004 school year. This program was used to support and foster a safe and drug-free learning environment that involved the parents, community, teachers, principals, and other school personnel.

The objective of ROARS was to provide opportunities for students, counselors, parents, community, teachers, and principals to work collaboratively to engage students in the learning process with goal setting, problem-solving strategies, recognizing consequences of violence, effective communication, healthy mind and body, promoting a sense of responsibility in daily decision-making, and making the most of mistakes.

Working within the framework of the regular school schedule, the program was available to students, Monday-Friday, with the morning activities from 6:30 to 8:30 a.m. and the after school activities from 3:00 to 4:30 p.m. Based on Gloucester's geographical location and demographics, students who stayed after school would arrive home between 6:30 and 7:00 p.m. With the last lunch block for elementary students being at 12:15 p.m., this created an extremely long period for students to be without nourishment. Safe and Drug-Free Schools funds were also used to provide nutritional snacks for participating students. Additionally, there were regular and ongoing opportunities for parental involvement such as having breakfast or lunch with a child, discussions with principals and counselors, instructional feedback, problem solving with games, and technology.

The Safe and Drug-Free Schools program, in accordance with federal guidelines, also provided funding for the After-Prom Party. Over 50 businesses, individuals, and organizations contributed funds, t-shirts, gift certificates, gift baskets, a guitar, and other prizes. More than 30 community members, parents, and businesses assisted with the organization, chaperoning, and decorations, to provide safe, drug-free alternatives for fun and entertainment following the prom.

Gloucester County Public Schools is pleased and honored to have the opportunity to work with students, families, community, and businesses to provide and improve services for our students.

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Goochland County Public Schools has used its Safe and Drug-Free Schools (SDFS) funds to support a student assistance program that provides prevention, early intervention, and assessment services to youth. A comprehensive drug and violence prevention program has been developed that addresses known risk factors while enhancing protective factors. In addition, identification and referral services are provided for at-risk students in grades 6-12. The program offers small group prevention education and skill building whenever school scheduling allows.

Our alcohol, tobacco and other drug (ATOD) prevention activities are enhanced by the numerous community prevention efforts. The Drug Abuse Resistance Education (*D.A.R.E.*) curriculum coordinated by the local Sheriff's office establishes a firm foundation for drug abuse awareness and prevention. Our programming reinforces this message and explores specific ATOD issues in depth. Furthermore, alternative activities coordinated by Extension Services (4-H), the Boy and Girl Scout programs, recreation department programs, and church youth groups reinforce a no-use message which complement prevention education programming. Throughout the community collaborative programs such as "Street Wise Parents" and the *D.A.R.E.*-to-Fish parent workshops focusing on substance abuse prevention strategies will be another priority this year as community surveys have identified substance abuse as an area of concern. Parents and youth are involved in the planning and publicizing of these education and awareness events as well as active participants.

An active community-based prevention planning team, Partners in Prevention, reinforces the no-use message through information dissemination activities, and environmental strategies. Partners in Prevention coordinates alcohol, tobacco, and other drug-free awareness campaigns such as, Red Ribbon Week, "Tie One On" holiday drunk driving prevention awareness effort, and numerous community education efforts. The Partners in Prevention team serves as the drug policy advisory board for Goochland County Public Schools. Members work collaboratively to plan and implement education awareness that addresses activities on the continuum of substance abuse prevention strategies.

The Partners in Prevention team is the primary vehicle for information, dissemination, and coordination of programs under SDFS. Representatives from the schools and parents are active participants in this local prevention advisory team and serve as liaisons to other stakeholder groups. All programs and activities implemented under SDFS are incorporated into the comprehensive community prevention plan for the county. This plan is disseminated widely throughout the community including elected officials, school board members, agency directors, school staff, parents, and our youth advisory team, the Youth Leadership Council.

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In accordance with the Principles of Effectiveness, the Grayson County Public Schools, in partnership with Mt. Rogers Youth Services, the sheriff's department, the department of social services, parents, and other community organizations has developed a comprehensive Safe and Drug-Free Schools program to address the needs of our students, their families, and the community as a whole. Utilizing funding available through Safe and Drug-Free Schools, the Governor's Office of Substance Abuse Prevention, Protect and Respect, and substance abuse prevention grants, Virginia Department of Criminal Justice grants, in-kind contributions on the part of our partners, and local school funds, we have successfully implemented the Grayson County Substance Abuse Prevention Program. Our school division understands that substance abuse is a community problem, not just a school problem, and while schools are an important part of any drug prevention effort, the entire community must share the responsibility of protecting our youth.

Grayson County Substance Abuse and Prevention Program is led by the school division's prevention specialist. The *Life Skills* training program is taught to all students in grades 3-8 countywide. The number of lessons taught at each grade level is in accordance with the program's recommendations. In addition, all middle and high school students participate in the *Class Action* program provided by the Grayson County Sheriff's Department. Each school has a student led drug and alcohol prevention team which plans activities for their individual schools. This program also provides leadership for the community-wide substance abuse task force and the annual county-wide resource fair. Mentoring programs are ongoing at the middle schools, high school, and Providence Elementary School.

In addition, we continue to support successful character education programs in all schools county-wide, drug and alcohol free activities, special events for students, and peer mediation activities. We also place great importance on providing staff development and training for our teachers and administrators designed to address issues such as teen suicide, violence prevention, and bullying. A small amount of Safe and Drug-Free School funds are used in combination with local and state funds to provide two full-time school resource officers (SRO) to assist students and staff division-wide. Since a second SRO was added to our staff, the number of reported discipline problems, especially fights and the use and/or possession of illegal substances, has declined by more than 50% on our middle school campus.

Realizing the important role that parents play in the lives of their children, we work very hard to involve them in our safe and drug-free programs. We offer parent trainings, a youth activities fair, utilize them as volunteers and/or mentors, and encourage their participation in the

community task force. Every effort is made to involve parents in the process of determining what workshops and trainings will be offered.

The results of the Grayson County Youth Risk Behavior Survey (GCYRBS) conducted in grades 6-8 and the American Drug and Alcohol Survey (ADAS) conducted in grades 6-12, combined with information from the community-wide task force, parents, and our students, provides the data necessary not only with which to evaluate our current efforts, but to assist us in revising the program to better address the needs of our students and their families. Since implementing the Grayson County Substance Abuse and Prevention Program during the 2002-2003 school year, tobacco and drug use among our middle and high school students has declined by more than 15% as measured by the GCYRBS and ADAS. However, alcohol use among middle and high school students has remained steady. One of our success stories involves a student's reaction to one certain lesson topic in the *Life Skills* training curriculum. The student was asked, "What are the reasons why you choose not to do drugs?" The student replied, "I have goals for myself, and I want to be successful." Students have realized through working on self-esteem and goal setting, there are no limits as to what they can achieve. The students have become aware that by participating in risk behaviors, such as drugs, they only hinder success in their endeavors. Given program outcomes to date, the Grayson County School Division is committed to continuing to provide prevention programs and assistance that will make a positive difference in the lives of our students and their families.

GREENE COUNTY

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After reviewing local data, the Crime and Violence report, as well as data gathered from an informal survey of students regarding their experiences in school related to school safety issues, the school system determined that the greatest need for substance abuse prevention programs resided in the middle school. The program implemented would need to address positive changes in student behaviors in regards to substance abuse issues, as well as bullying and violence. After a careful review of research and literature regarding current programs, the *Life Skills* program was selected.

In July 2002, Greene County hosted a *Life Skills* training. The two middle school guidance counselors and the middle school PE teacher were trained, as were the middle school principal and two assistant principals. Curriculum and materials were purchased for the planned implementation at grades 6-8 in Fall, 2002. Under the enthusiastic direction of the guidance and PE staff, the program has been very successful and well received. As a result, the head guidance counselor and PE teacher recently completed the *Life Skills* Train-the-Trainer course and will begin training other staff members during the summer, including the school resource officer and guidance staff at the high school. In so doing, we hope to enable them to more effectively support high school students using the strategies introduced in the middle school. Long-range plans include training elementary guidance staff in order to support a pilot of the *Life Skills* elementary program, with possible implementation to follow. During mid-school year of 2004-2005 *Life Skills* materials were purchased at the elementary level for fourth and fifth. The fifth graders of the elementary schools will be introduced to this program during the 2005-2006 school year.

The middle school principal shared information regarding this program with parents during a special information night at the school, as well as during Open House presentations. She informed the Parent Advisory Council regarding the implementation of the program and was pleased to let them know that two teachers were now able to serve as trainers, enabling the program to grow within the county.

Greene County Schools also has a highly effective Crisis Team composed of all the guidance counselors, school psychologists, and school support personnel. Headed by the system school psychologist, this team responds with exceptional efficiency to any crises in the system, supporting staff, students, parents, and community members. SDFSCA funds provide ongoing training for team members in these areas as well as others identified through needs assessments including suicide prevention, bullying and violence prevention and disaster preparedness.

The school resource officer is a very effective member of the high school team in Greene County. SDFS funds are used to provide training and course work for him. In addition, funds are

used to provide training for parents involved in developing the "After Prom" program. Working with the chairman of the committee has been a very positive experience. He is enthusiastic and has involved many parents in promoting after prom safety.

The Greene County Public School Division is currently in the process of finalizing a formal survey to assess issues and needs regarding safe and drug-free conditions in the school and community. SDFS funds will be used to purchase, disseminate, and analyze the data to better meet the needs of staff, students, parents, and the community. As a result of extensive research, the PRIDE Survey has been chosen to assess the issues regarding safe and drug-free schools. The surveys will be given out to fifth, eighth and tenth graders to take. This survey will provide the information needed to keep Greene County schools safe and drug-free.

SDFS funds have also been used for an After Prom program for the high school. Funds provided for the After Prom to go towards workshops and parent and student involvement in After Prom activities. The After Prom will take place in May 2005. Parent volunteers and high school staff members will set up a night full of activities for high school students after the prom.

The school resource officer and building administrator attended a conference focused on interviewing and interrogation. It was a three-day course to assist school resource officers and building administrators in learning the appropriate interview strategies for school personnel.

In addition, the Title IV funds were used to implement an employee ID system long needed in the schools. Regular staff, as well as substitutes, are issued badges. This has significantly improved security in our schools.

GREENSVILLE COUNTY

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Greensville County Public Schools implement numerous programs and activities in the area of drug and violence prevention. The character education component of the *Safe Schools Program Design* by Sandy Queen has been in place for several years. Ms. Queen recently visited three of our schools to make new teachers more familiar with the program and to invigorate veteran teachers who have been using her program to enhance positive social values and reinforce appropriate social skills. Faye Wampler's peer mediation techniques and *Second Step: A Violence Prevention Curriculum* remain in place.

The SADD club has been active at the upper elementary school, middle school and high school, sponsoring activities that deal with alcohol and drug prevention. They participate in such activities as the Peanut Festival Parade, the Post-Prom Party, and rallies with other SADD clubs. Students attend the YADAPP conference each year and develop the STAN (Strategies to Act Now) plan that provides direction for SADD activities during the year.

The upper elementary school SADD club combines with the SAVE (Students Against Violence Everywhere) club to spread the message of peace and a drug-free lifestyle. Members learn conflict management and better ways to deal with confrontations. The “*Lunch Buddies*” mentoring program continues to be a vital partnership between at-risk students and adults in the community who meet regularly at lunchtime. Each child is paired with an adult who actively follows his or her progress in school, outside interests or hobbies, and involvement in sports.

The school division works closely with the *Boys & Girls Club* to support their educational programs for parents and students that prevent violence and substance abuse. The school provides transportation for many students from school to the club to ensure a safe and positive after-school environment for the children in our community. The *Boys and Girls Club* reinforces and expands the goals of the school division.

A committee to stop bullying was formed. The portion of the code of student conduct that addresses bullying will be reviewed each nine weeks for all students at the upper elementary school, middle school, and high school. An age appropriate bullying statement will be reviewed at the lower elementary school. Brochures about bullying have been distributed to every student. A bully box has been placed in a convenient location in each school so students can anonymously report incidents of bullying without fear of repercussions. Posters with tips for stopping bullies were created by the committee and placed at all schools. Books to address the problem were purchased for the youngest students.

HALIFAX COUNTY

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In Halifax County Public Schools, SDFS funds help support several important violence and drug prevention programs; student assistance programs at Halifax County High School and Halifax County Middle School provide individual and group counseling for students facing issues such as anger management, changing families, relationship issues, and problem solving. Student assistance counselors also provide information, support, and referral services for students and their families in need of community services.

The county-wide implementation of the *Olweus Bullying Prevention Program* is a new program. The violence prevention specialist oversees this program which is being used in 13 elementary schools and the middle school. The program was kicked off with a highly successful family and community night where over 400 people gathered to have a closer look at the program and hear a speaker. With the understanding that bullying prevention is everyone's responsibility, the *Olweus* program involves all school personnel. Training in the prevention and intervention of bullying situations was provided to administrators, teachers, custodial staff, cafeteria staff, and bus drivers. Students are exposed to bullying and violence prevention themes throughout the year during regular class meetings and special events. Bullying and violence prevention are now a regular part of the environment in every Halifax County school.

Peer mediation at Halifax County High School has been in place since 1992. This highly successful program works with over one thousand students each year to resolve conflicts in peaceful ways. Mediation is led by approximately 50 trained mediators. These students also participate in other special events throughout the year such as caroling in nursing homes at Christmas, fundraising for the local cancer society, and *Increase the Peace Week*. At Halifax County Middle School, student mediators are also involved with special events such as Red Ribbon Week and other prevention activities.

HAMPTON CITY

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Student and families continue to participate in “*Guiding Good Choices*.” The program, implemented two years ago in two middle schools, teaches strategies that can be used to reduce violence and illegal drug use. The program was purchased through funds provided by the Safe and Drug-Free Schools grant.

The division is fortunate to have four student assistance counselors funded by the Safe and Drug-Free Schools grant. The counselors are housed at two middle schools. The counselors gear their efforts towards decreasing suspensions and expulsions, working with students to avoid negative behaviors, counseling families and teaching strategies to avoid violent situations and illegal drug use.

Safe and Drug-Free Schools funds were also used to purchase cameras and security equipment for schools that have a high rate of vandalism. For two years, six schools have had the security equipment installed.

Hampton City Schools values their volunteers. Safe and Drug-Free Schools funds pay for the volunteers' background checks at the elementary school level.

The division continues to use the program, “*Reach For The Stars*” division-wide. The scientifically based research program has been well received as being teacher-friendly.

The programs above would not be possible if not for the Safe and Drug-Free Schools funds.

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In Hanover County, the Substance Abuse Prevention Advisory Committee (SAPAC) is comprised of parents, students, community services representatives, law enforcement and school representatives. It provides suggestions and guidance for all of the division's prevention plans. The two substance abuse prevention counselors coordinate and deliver a comprehensive safe and drug-free schools program which includes:

- Delivering *Life Skills Training* curriculum to all sixth graders;
- Co-facilitating *Beginnings*, a drug education program co-sponsored by Hanover Community Services;
- Providing a substance abuse awareness summer training open to all staff;
- Providing smoking cessation groups in the middle and high schools;
- Providing groups for children with addicted family members in the middle and high schools;
- Providing a web link at each school to a centralized prevention website that provides substance abuse information and resources to parents and students;
- Alerting Hanover County parents about substance abuse trends such as the use of Coricidin by adolescents and endorsing a Health Alert issued by I CARE which was distributed through the county newspapers and the county LAN system. It was also disseminated through the HCPS e-mail connection;
- Distributing informational e-mails to HCPS faculty and staff to keep them advised of current trends in adolescent substance use; and
- Supporting and assisting with the mass distribution of social norms information to parents and students in HCPS regarding tobacco use and attitudes in the middle schools and alcohol in the high schools

HCPS also works closely with the prevention efforts of the Sheriff's Office and Hanover Community Services. Other programs include:

- SODA- delivered by high school students to all fourth graders
- Boys and Girls Club- after-school program at one middle school
- D.A.R.E.- delivered by School Resource Officers to all fifth graders
- *Children's Steps to Respect & Second Step* anti-bullying and violence prevention programs for the elementary and middle schools
- Guiding Good Choices delivered to elementary and middle school parents in the schools by Hanover Community Services' staff
- Here, Now & Down-the-Road: Tips for Loving Parents- nurture & resiliency building for parents of three-to-eight-year olds delivered in the schools by Hanover Community Services' staff

Hanover County Public Schools continues to identify and intervene early with drug-involved students, to assist parents in linking to appropriate community treatment and resources and to provide prevention programs to decrease the number of drug-involved students. While our core services remain consistent, we are constantly reevaluating the services and information made available to faculty, parents, and the community so that we can continue to be partners in our efforts to make our schools safe and drug-free.

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Safe and Drug-Free Schools (SDFS) funds will be used to expand and enhance existing programs which aim to prevent acts of violence and drug use, and improve student achievement. Existing programs include: *Project Alert*, Hands-Up Mentoring Program, peer leadership, conflict mediation, staff development, student assistance program, and school-based mental health services related to illegal drug use and violence. We plan on continued implementation of the *Life Skills* program in grades 3-6 during the 2004-2005 school year. Additionally, we will continue to implement the *Talk It Out* program in grades K-5 and the PULSAR program in grades 6-8.

Performance measures for our comprehensive program include annual 20% reductions in reported fights, assaults, and illegal drug use/possession, and a 5% decrease in self-reported use of alcohol, tobacco, and marijuana. Annual progress reports on our performance measures will be shared with the public through televised school board meetings, parent advisory/PTA meetings, health advisory board meetings, and Weed and Seed steering committee meetings.

The SDFS programs and activities were chosen according to need and proven effectiveness. Our analysis of data indicates a need for prevention and intervention programming in the specific areas of reported fighting, assaults, and illegal drug use/possession in our schools. Recent data analysis also indicates needed activities for reducing delinquency, especially in grades 7-12. Analysis of prevalent risk factors in our school and community that justify our programs/activities include: low neighborhood attachment, low or no participation in community activities, availability of alcohol and other drugs, academic failure, delinquency, and early antisocial behavior. Activities we will continue to implement which have proven to be successful include: Hands-Up mentoring program, PULSAR, conflict management, and expanded school-based mental health services.

Parent consultation and input was received through the health advisory board meetings, Weed and Seed steering committee meetings, and parent advisory board meetings. With the assistance of the health advisory board, semester and annual evaluations will occur to check for progress against locally selected performance measures. Modifications will be made accordingly.

Continued efforts will be made to coordinate our programs with other federal, state, and local prevention programs being implemented by the Boys and Girls Club, Office on Children and Youth, 26th District Juvenile Court, and the community services board. The healthy community council is an excellent vehicle for us to coordinate our programs. The council membership includes representatives from law enforcement agencies, social services, community services board, mediation center, city council, chamber of commerce, Citizens Against Sexual Assault (CASA), public housing authority, health department, parks and recreation, the medical

profession, parents, and the school system. Some examples of coordinated state, federal, and community-wide efforts to prevent drug use and acts of violence include: school resource officer program, mediation training and services, weapons awareness program, parent workshop, PRIDE questionnaire, sexual harassment workshop for students and anger management groups. Harrisonburg City Schools will continue to participate in the healthy community council. This council has completed a profile of the health status of our community and has become a valuable partner in prevention. This profile has become an important piece of our needs assessment which we use in planning our prevention programs. The SDFS coordinator will continue to communicate with Title I and Title VI administrators ensuring, as appropriate, the coordination of all related federal programs.

Given the high number of suspensions in grades 7-12 due to fighting and student assault, concentrated services such as conflict mediation, staff development, and school-based mental health services will be directed to our middle and high school. Additional resources/materials on anger management and conflict resolution will also be available through the high school student assistance program. Given the high number of truant students, truancy mediation or a collaborative solutions approach to truancy and attendance problems will also be implemented. Mediation will bring together students, families, and school administrators to discuss poor attendance, behavioral concerns, academic declines, and the student's overall emotional well-being. All parties will work together to build understanding, to brainstorm ideas to address issues and concerns, and to develop mutually satisfactory options for resolving truant behavior and related attendance problems.

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The Henrico County public school division is located in suburban Richmond, Virginia. It serves approximately 46,152 students in 65 schools and alternative sites. The Safe and Drug-Free Schools (SDFS) program is one facet of a coordinated prevention effort to reduce drug use and violence among youth, kindergarten through 12th grade. Programs include intervention for at-risk youth, peer mediation programs, student assistance services, parent education (*Guiding Good Choices*), materials/training for teachers and school resource officers in the *Life Skills* curriculum, violence prevention for middle schools (*SMART Team*), instructional materials related to drug and alcohol prevention, student leadership conferences, and all-night alcohol/drug-free celebrations for teens.

The awareness and intervention program provides an intervention for students who violate code two (substance abuse) of the Code of Conduct. Students are educated about the risks of drugs and alcohol and are assisted in developing good coping skills. Referrals are made for assessments and treatment as necessary. This program has been very successful in preventing future incidents and all students have reported that the program was beneficial and will assist in deterring them from any future drug involvement.

Peer mediation programs promote a positive school climate in all of the secondary schools. Peer helpers are students that receive 16-20 hours of training in active listening, communication, decision-making skills and conflict resolution. Some of the activities that peer helpers engage in include mentoring, tutoring, serving as ambassadors to new students, leading student discussion groups on important issues, leading awareness activities, such as Red Ribbon Week and Prom Promise, and they also remain active in the community through service activities. Peer mediators are students who receive intensive training specifically in conflict resolution. They assist their peers in resolving minor disputes with the goal of preventing these incidents from leading to discipline referrals or violence. Student assistance services complement the peer helper initiatives by cultivating staff support of prevention and intervention activities. Student assistance coordinators provide training to students and staff about recognizing the signs of alcohol/drug use and make community resources available for quick access to schools. Other services provided include support groups.

The Henrico County Public School Board endorses comprehensive substance abuse and violence prevention programming to support a disciplined and drug-free learning environment for all students.

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Henry County Public Schools uses Safe and Drug-Free Schools funding to support a number of activities to address concerns related to violence, drug, and alcohol abuse. The school division and the Henry County Sheriff's Office collaborate to provide the services of a school resource officer in the county's two middle and high schools. These school resource officers work with individuals and groups in activities designed to prevent violence and substance abuse. The proactive approach has been an effective deterrent to potentially serious situations.

Henry County Public Schools contracts with two community agencies, Piedmont Community Services and For The Children: Partners in Prevention, to provide specialized services. Research-based programs, *Life Skills* and *Gateway Drugs Action Pack* are presented to selected, age-appropriate grade levels. In addition, Piedmont Community Services trains high school students to act as peer mediators for middle school students, conducts parenting classes that address concerns of violent behavior, substance abuse, and provides assessment and referral services on an "as needed" basis. Partners in Prevention works with high school students through classroom presentations that deal with teen violence, sexual assault, drug, and alcohol abuse.

In order to collect data concerning the effectiveness of the school division's efforts to combat violent behavior and substance abuse, the Pride survey will be administered to students in grades 7-10 in the spring of 2005. The division will use data from this survey as an indicator of program effectiveness and to plan for future activities.

Red Ribbon Week was celebrated in the elementary schools during September 2004. Schools received a budgeted amount that they were able to use to purchase materials and sponsor activities designed to increase student awareness of the dangers of drug use and violent behaviors.

Henry County Public Schools operates a parent resource center at the local mall. Funds are used to purchase materials that can be distributed to parents at this center. This has been a successful avenue for reaching parents that are not likely to seek assistance with behavior and substance abuse problems at a traditional school setting.

HIGHLAND COUNTY

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The Highland County School Board revised and approved a school handbook of policy, regulations, and procedures that include issues such as alcohol, substance abuse, violence, and providing a safe environment. New handbooks were distributed at school-wide assemblies for elementary, middle, and high school students. Highland County Public Schools has a substance abuse and violence prevention curriculum, which is interwoven with the health curriculum at each grade level. Additionally, the curriculum is supported by *D.A.R.E.* for fourth and fifth grade students. A school resource officer funded by the county sheriff's department presents "*Class Action*" to all middle and high school students. The superintendent, the high school principal, and the sheriff met with the middle school students three times during the school year to discuss issues regarding bullying in the schools.

HOPEWELL CITY

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SDFSCA funds for 2004-2005 are being used to provide professional mentoring services to K-12 students who are experiencing discipline problems including alcohol/drug use. We are contracting with a local agency to provide these services to our students. Mentoring services include a combination of individual and group sessions by a mentor registered, certified, or licensed in their field to provide such services. Services are provided during the school day on site. Sessions focus on conflict resolution, anger control, peer and adult relationships, and drug/alcohol issues. The mentors use the *Skills for Managing Anger* program by SERA Learning. The program is an interactive, discussion and role-playing, video-based program that teaches young people how to deal with aggression and conflict. Students are referred for mentoring services by teachers, parents, guidance counselors, and school administrators. The mentor submits a written pre- and post-assessment for each student served.

Hopewell has two school resource officers (SRO), one for our middle school and one for our high school. In addition to providing security, our SROs instruct students in the classroom using the *Class Action* program. The local police department has provided training to staff and students regarding drug, alcohol, and safety issues and has assisted with our school safety audits. Security for our high school After-Prom Party is also coordinated with our local police department.

Our elementary guidance counselors sponsor the "Just Say No" clubs before and after school. The "Just Say No" students participate in various activities and projects at school and in the community. The SADD organization at our high school promotes the "Prom Promise" and raises money for the after prom party. Our *CARE (Care and Respect Everyone)* group at the middle school is a conflict resolution and mediation program sponsored by a middle school guidance counselor. The Outdoorsman Club at the middle school engages in outdoor, esteem-building activities such as hiking, fishing, whale watching, and the rope challenge course. Providing students with healthy, recreational activities is the focus of this club.

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The Safe and Drug-Free School (SDFS) materials have provided research-based violence prevention, anti-bullying, and literacy activities/instructional materials that the guidance counselors or teachers can use in whole class, small group, or individual sessions. Development in decision-making skills, problem solving, language, and communication is emphasized in the activities. This leads to improved student achievement. The materials address character education, school safety, and state academic standards. This makes it possible for the guidance lessons to reinforce academic standards while developing the social and emotional skills so important to establishing and maintaining a safe and drug-free school environment for learning.

The SDFS materials have provided a means to introduce parents to the same social, emotional, and violence prevention skills that the students are learning in school so that parents can support children in dealing with emotions, impulsive behavior, resolving conflicts, and solving problems within the home. These materials enlighten parents as to how they might assist the child in changing behaviors and attitudes that interfere with the learning process and social acceptance. When a student has been referred to the guidance office to address social/emotional issues that interfere with a safe school environment and instruction, the materials are available to inform parents how they can assist in helping the child change unacceptable behaviors to acceptable. This empowers parents and establishes a collaborative effort between school and home. The increased communication promotes a positive working relationship between home and school.

The SDFS materials are correlated to the academic standards, such as the history videos, while promoting character education. Thus guidance lessons can reinforce academic standards and, at the same time incorporate character education. This increases collaboration between the teachers and guidance, as well as establishes the guidance counselor's important role in improving student achievement.

In summary, the opportunity to increase parent/school communication, the linkage of social and emotional skills, character education, and violence prevention to academic standards, and collaboration between guidance and the classroom teachers are three important contributions that the SDFS programs, materials, and activities have provided.

KING & QUEEN COUNTY

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King & Queen County Public Schools have informational and prevention programs across grade levels. Guidance counselors, prevention specialists from the Middle Peninsula Northern Neck Community Services Board (MPNNCSB), mentors and teachers, implement programs in the schools.

The school division is participating in phase one on the *Life Skills* program through the MPNNCSB. This program is a three-year program that provides life skills training to students grades 6-8. Our core class of sixth graders participated in a survey designed to provide feedback for the training program. Prevention specialists from the Community Services Board were the instructors for the program. The sessions were held in conjunction with the health education classes. The goals of the *Life Skills* program were aligned with the Health Standards of Learning. Students will participate in the program through eighth grade.

An academic mentor is available to provide assistance to those students who are at-risk of dropping out of school due to academic difficulties. Tutorial and remediation links and services are provided to students who are at-risk of school failure. Phone conferences, home visits, and student assistance meetings are conducted to link families with resources in the schools and community.

Middle and high school students participated in a prevention rally sponsored by the Rural Virginia United Coalition in partnership with the MPNNCSB. A daylong prevention conference was held involving schools and community organizations at a local campground. Activities included promoting positive peer pressure, night vision peer mentor programs, and *Be an Informed Parent and Targeted Youth*. Parents and community leaders were also given gun safety locks free of charge.

McGruff, the crime dog, visited elementary age students. The School Health Advisory Board is planning to initiate the Eddie Eagle gun safety curriculum in the elementary schools. Character education has also been a focus of the school division this year. A character word is introduced to the students as the word of the month.

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Efforts in our school communities for the past several years have focused on prevention of violence through character building programs. We have implemented the *Second Step* program at our elementary schools at the K-3 levels this year, and are planning to move through the grades as we are able to accomplish the task and expand the program. We find that the teachers and parents seem most receptive to the content of *Second Step* and its format. Given that the time to implement additional information programs, regardless of its importance, is difficult to find, we are attempting to use all teachable moments for character-based learning. We have placed reading material in the schools for children, staff, and parents to use to integrate conflict resolution, problem solving, and character values into the typical day at school.

During our professional development activities this year, we have brought professional speakers to our staff around the topics of integration of character education into the curriculum and management of anger in children and adolescents. We have also focused our middle school efforts on bullying prevention information, including staff development and helping all teachers and staff to have a bully-free classroom, based on the information in Allan Beane's text.

Suicide prevention has been an emphasis this year as we have done prevention information and training to our extended staff such as bus drivers and teachers who were not formally exposed to information. Integration of all our program content into our day at school is our primary focus so that the problem solving efforts support the academic goals.

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King William County Public Schools Drug Awareness/Prevention Advisory Committee works collaboratively with and incorporates input from the local law enforcement, prevention agencies, parents, and school personnel to plan and support various drug and violence prevention activities for our youth. During the month of March, students in grades five, six, eight, ten and eleven participated in a needs assessment survey (PRIDE Survey) to determine specific areas within our community that need to be targeted through our efforts. In addition, parental input was provided through a parent questionnaire, which will provide us with their valuable opinions on appropriate drug and violence prevention programs. These results will guide our drug and violence prevention planning for the 2005-2006 school year.

Grant monies from the local sheriff's department were used to fund school resource officers at the high and middle school levels. These officers also serve as a resource at the elementary school and provide a visible measure of safety for our school community both during school and at after-school functions. In addition, SDFS funds were used to assist in purchasing hand-held security wands. Numerous programs and activities are implemented throughout the year to promote the drug and violence prevention and the protective factors that help "protect" our students from these negative influences in their lives including: Red Ribbon Week; after prom activities; Students Organized for Developing Attitudes (*SODA*), where high school students deliver a series of lessons on good decision making to our fourth grade students; *Life Skills* training; the Drug Abuse Resistance Education (*D.A.R.E.*) program, which is delivered to fifth grade students; and Students Taking a New Direction (*STAND*). Character education, conflict resolution and peer mediation programs are also provided to our students at every grade level to help increase their protective factors. Parent training in resolving family conflicts in the primary grades was also provided.

All of these efforts along with strict adherence to school board policy regarding violence and drugs have resulted in a significant 61% reduction in disorderly conduct incidences reported during the 2003-2004 school year as compared with the previous year.

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To maintain desired attitudes toward drugs, alcohol, tobacco, and anti-social activities, Lancaster County Public Schools provide instruction and activities through curricular and non-curricular modes. Through Safe and Drug-Free Schools funds, this school division has been able to provide support for after-school programs, which not only help students academically and emotionally, but also keep some students from wandering the neighborhoods and getting into trouble. The students are also provided instruction on the prevention of drug use, tobacco use, alcohol use, violence prevention, self-esteem instruction, conflict resolution, bullying, anger management, and peer mediation by implementing *Al's Pals*, *Drug Abuse Resistance Education (D.A.R.E.)*, and employing a school resource officer. Students at the high school level also are provided with the opportunity to be part of the SADD Club activities, and the after prom celebration for the prom participants.

Lancaster County Public Schools is doing an excellent job in educating the students, parents, and its community about drugs, alcohol, tobacco, peer pressure, and anti-social activities.

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Lee County's Safe and Drug-Free Schools (SDFS) program focuses on drug and violence prevention. The following activities are supported by SDFS funds:

- Red Ribbon Week;
- *Class Action*;
- Mentoring programs;
- PRIDE surveys in grades 6-12;
- *Life Skills* training curriculum implemented in grades 3-8;
- Bullying prevention programs implemented in all elementary and middle schools;
- Revision and printing of the "*Student Code of Conduct*;"
- Financial support (50%) of law enforcement instructor's salary; and
- Continued support for safety audits, emergency drills, crisis management plans, *D.A.R.E.*, and professional development opportunities for teachers.

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Lexington City Schools has a focus on age-appropriate prevention activities for the entire student population and also for small groups of at-risk students or individuals who are showing indications of at-risk behavior on an as-needed basis. Funds are being used in the following programs during the 2004-2005 school year:

- All new staff are fingerprinted and go through child protection background checks to certify their credentials and ensure their positive contribution to a safe school environment.
- Two new modules were purchased for the recently installed security system to monitor those who enter the two school buildings.
- Guidance counselors use *Character Counts* to instruct students. Funds also provide guidance personnel and some materials to support an after school service club that meets weekly for upper elementary students. The club facilitates service projects within the school, and community, and promotes positive attitudes, behaviors, and empathy for others.

LOUDOUN COUNTY

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The Student Services section coordinates and implements comprehensive alcohol, tobacco, drug (ATOD), and violence prevention programming in grades K-12. This enables students to gain resistance and refusal skills, while enhancing asset development, resiliency and protective factors in order to reduce the level of ATOD use and violence among Loudoun County students identified as being “at risk.” This section also conducts and implements various student assistance programs such as special education counseling, coordinated group counseling and the provision of clinical support for self-contained ED classes. In addition, the section provides social work services related to the case management of students in private school tuition placement and interagency collaboration. This includes IEP attendance and maintaining ongoing communication with parents, private school staff and the transportation department regarding student behavior, attendance, academic progress, and communication with home school staff when a student is preparing to transition back to the home school.

- Four substance abuse prevention specialists conducted 662 alcohol and drug assessments, co-led 50 groups serving 247 students, served 126 students through the Insight program, provided consultative services for 80 PEER helpers, and provided education through classroom presentations last year. (School Board Goals 1A, 1B, 1C, 2B, 5A, 6B)
- Pro-social and resistance skills were taught to 126 students who attended a weekly, three-day drug and alcohol prevention/early intervention seminar called Insight. Students’ self-report evaluation showed a 60% decrease in alcohol use, 63% decrease in drug use, and 50% decrease in tobacco use. Twenty-five percent of students showed an increase in grades and 34% showed an increase in attendance. (School Board Goals 1A, 2C, 4, 5A, 6A, 6B, 6C)
- the *Get Real About Violence* program had 1,946 students participate through coordinated groups and classroom-based guidance. (School Board Goals 1, 2, 6A, 6B, 6C)
- Eighty students at the high school level were trained in helping skills through the *PEER* helper program and had contact with 972 at-risk students throughout the year. (School Board Goals 1A, 1C, 6A, 6B, 6C)
- The Student Assistance Program, where a mental health services worker is available once a week in every secondary school to see students and their parents for mental health and substance abuse issues, served 406 students and their families. (School Board Goals 1, 5)
- Substance abuse prevention specialists conducted 577 parent contacts which included information on parenting skills, resources, and training. (School Board Goals 6B, 6C)
- Fifty school-based substance abuse prevention groups were attended by 247 students with 92% reporting an improved level of ability to cope with problems as a result of the group. (School Board Goals 1, 6)

- Of the referrals for special education counseling services, 64% of the students were identified as students with emotional disabilities. Less than 1% of the students who received individual special education counseling services went on to private school placement. (School Board Goals 1, 2B)
- Special education counselors worked with 133 parents, making them aware of available services, as well as parenting skills through behavioral modifications. (School Board Goal 5B)
- Special education counselors, pupil services staff, and school guidance counselors conducted 42 school-based groups, serving 169 students. 82% of elementary students, 78% of middle school students, and 82% of high school students obtained their group goals in the areas of anger management, social skills, self-esteem, and school related problems. (School Board Goals 1, 5, 6)
- Special education counselors, school social workers, consulting teachers, supervisors of special education, and the supervisor of student services implemented a six-week parenting program called *Strategies for Ongoing Success* for the parents of students attending the self-contained elementary school ED classes. In the last two years, eighteen families participated and showed an increase in levels of empathy and alternatives to using corporal punishment. (School Board Goals 1, 6B)
- The school-within-a-school, self-contained programs in 23 schools, was supported by 161 staff. Staff attended a week long in-service over the summer to clinically, behaviorally, and academically support these classrooms for emotionally and behaviorally challenging special education students. (School Board Goals 4, 5, 6A)
- School social workers made 4,137 parent contacts, wrote 972 social histories, and made 782 student contacts, in addition, to supporting the clinical teams, serving on FAPT, and case managing private tuition students. (School Board Goals 1, 4, 6B)
- The school social workers, substance abuse prevention specialists, and the special education counselors made 21,386 student contacts, 5,274 parent contacts, attended and or conducted 2,644 in-services and/or meetings. (School Board Goals 1, 6B, 6C)
- The student services section received a \$100,000 continuation grant from the Office of Juvenile Justice to set up school/community coalitions to address student risk factors. Coalitions sponsored a total of 73 speaking engagements to in-service parents and staff in substance abuse issues. They served 2,378 parents and staff. Coalitions also presented substance abuse prevention material and depression awareness material via 73 community/school presentations and served 3, 673 students. (School Board Goals 6A, 6B, 6C)
- Maintained coordinated clinical support to the elementary, middle, and high school self-contained ED classes to promote classroom generalization of pro-social skills learned in individual and small group settings. (School Board Goals 1, 4, 5, 7A)
- Maintained individual and group counseling services in the areas of anger management, social skills, and self-esteem to special education students whose behavior is impacting their academic performance, as well as, students who are experiencing substance abuse issues. (School Board Goals 1, 2, 7A)
- Maintained a comprehensive program called *Strategies for Ongoing Success* for parents of special education students who are attending self-contained classes. (School Board Goals 1, 6B, 6C, 7A)

- Maintained and ensured the availability of the *PEER* helper program that teaches students helping skills and pairs PEERS with at-risk students. (School Board Goals 1, 6, 7A)
- Maintained and ensured the availability of the in-school restriction smoking reduction program that serves students who violate the school smoking policy. (School Board Goals 1, 2, 6, 7A)
- Continued to provide teachers and principals with in-services and training opportunities to promote protective environments. (School Board Goals 1, 4, 5, 7A)
- Continued the *Get Real About Violence* Program to teach students to successfully manage and resolve conflicts. (School Board Goals 1, 2, 4, 5, 6, 7A)
- Maintained community network to support ATOD prevention work and expand support and education services for parents. (School Board Goals 6A, 6B, 6C, 7A)
- Continued providing socio-cultural assessments for students involved in special education eligibility. (School Board Goal 6B)

LOUISA COUNTY

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Breakfast Buddies is a mentoring program for students who are identified as at-risk for a number of issues which may impact school success. These include, but are not limited to, attendance problems, social problems, and behavioral problems. Students are paired with school and community volunteers who eat breakfast with the students once a week. They establish rapport with the students and discuss many topics which lead to discussion of difficulties students are experiencing. The students identify to their buddy the issues they are confronting. The mentor completes informal activities with the student or even assists the student with home or schoolwork. In reviewing the discipline records of the students involved, the data shows a reduction in behavioral issues. Attendance records show an increase in attendance on days the mentor visits.

The division purchased research-based and proven effective videos regarding drug awareness and refusal skills which are developed by Discover Film Video. Improvement has been seen in drug awareness in post-tests when compared to pre-tests. Through a contract with Region X, a counselor is available one day per week in our alternative education program, which serves middle and high school students. The counselor, with parental permission, meets with students to address needs that have been identified as barriers to successful transition back to the regular school and/or barriers to success in the alternative program. The topics usually include anger, aggressiveness, peer choices, and good vs. poor choices. Since implementation of this program, behavioral incidents in the alternative program have greatly decreased and we have seen an increase in the success of transition plans for students returning to the regular school program.

MANDT training has been conducted over the past few years. We currently have 47 staff members trained in MANDT. With the changes that have been incorporated into the program, there have been fewer incidents of need with regard to physical intervention across the division. All teachers reported that the use of the verbal skills has led to the ability to diffuse difficult behavioral situations and reduce the level of intensity of behavioral incidents. Many teachers report that because of the verbal skills they have applied, they have been able to avoid difficult behavioral situations within their classroom.

LUNENBURG COUNTY

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Lunenburg County Public Schools has used the SDFSCA funds to implement the following research-based violence and drug prevention programs: *Get Real About Violence, Like Skills* (3-8) and *Al's Pals* (K-2). The school system continues to provide counseling to identified students involved in bullying incidents or potential peer conflicts through Family Preservation SVS, Inc. for contracted small group prevention sessions. The school division has collaborated with Masonic Lodge #187 of Lunenburg County to support mentoring services for young males, ages 9-17, as well as educational programming and support services for the families of the identified youth. A bullying workshop was conducted for instructional personnel in the division. Lunenburg County Public Schools has partnered with Crossroads Mental Health Services and Southside Area Health Education Center to implement a smoking cessation grant from the Virginia Tobacco Settlement Fund. The funds have been used to provide: coordinator, parent and school resource officer training; Red Ribbon Week materials; evaluations of the above compendium programs; and prevention, safety, and character education materials. The evaluations have shown that the programs have been effective in reaching our goal of making our schools safe and drug-free for our students.

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Lynchburg City Schools' comprehensive and drug-free schools program has many facets. Drug and alcohol prevention information is provided to fifth grade students through the *D.A.R.E.* Program conducted by Lynchburg Police Department. Lynchburg City Schools works with Lynchburg College to conduct a parenting education program at each of the 11 elementary schools. Safe and drug-free funds are used to assist with the child care component of the program. The school division collaborates with Youth and Prevention Services to conduct "Project Double Team." The program pairs high school athletes and elementary students for four Saturday sessions which include one hour of basketball practice and one hour of mentoring. "Double Team" is in place for several other competitive school sports.

High school students and middle school sixth grade students participate in the Students Against Destructive Decisions (*SADD*) program. The high school students are the mentor/teachers for the middle school students. Lynchburg City Schools contracts with Central Virginia Community Services to conduct a chemical awareness education program for student athletes testing positive for drug use. The athletes are required to participate in the program and be free of drugs before returning to play a sport. Each high school has an active SADD club which plans prevention activities during the year. School resource officers work with middle school students using the "*Get Real About Violence*" curriculum. A part-time substance abuse prevention counselor uses the "*Here's Looking at You*" curriculum with students in alternative education.

During the 2002-2003 school year, sixth, ninth, and twelfth grade students participated in the Lynchburg Youth Survey (Youth Risk Behavior Survey). Safe and Drug-Free Schools funding is being used to compare results of the 2003 student survey with results of the same survey conducted in 1999 with sixth, ninth, and twelfth grade students. The results and comparison of both student surveys will give the school division an opportunity to look at progress and target areas for prevention programs.

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The Madison County Public Schools SDFS programs are comprehensive K-12 initiatives. Our character education program is infused in Madison Primary and Waverly Yowell Elementary Schools. Our Breakfast Buddy program at Madison Primary School and our Lunch Buddy program at Waverly Yowell Elementary School have seen much success as evidenced by our increased student attendance and SOL scores of targeted students.

William Wetsel Middle School and Madison County High School have used SDFS funds to support early intervention outside counseling for violence prevention. A trend of lower student discipline referrals has been seen. In addition, our Madison County High School Pulsar program continues to develop leadership characteristics of at-risk students as evidenced by increased student activities, attendance, and academic progression of our at-risk students.

SDFS funds are also supportive of an alternative program of middle and high school students who have major concerns with violence prevention. Counseling is a vital part of this program. Madison County Public Schools continues to benefit from the SDFS funds.

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Students Against Destructive Decisions (SADD): SADD is active in our high school. Students formulate plans for drug-free activities and prevention awareness in the high school. SADD members are active in the Manassas Underage Drinking Prevention Coalition. This coalition works to reduce underage drinking by modifying the social, cultural, economic and legal environment that influences young people and their attitudes towards drinking.

Division Wide Student Assistance Program (SAP): The Student Assistance Program Coordinator is a Virginia State Certified Substance Abuse Counselor and a Nationally Certified Master Addiction Counselor. SAP provides substance abuse intervention, assessment and referral service. The coordinator provides classroom instruction, concerning the abuse of alcohol and other drugs, their effect on the individual and the family, anger management and conflict resolution. SAP serves as a resource for administrators, faculty, students, and parents concerning substance abuse and violence. SAP distributes videos, visual aids, curriculum, and literature concerning a variety of adolescent health concerns. The SAP Coordinator meets with all students who violate school board substance abuse policy. All serious conduct code violations that warrant possible disciplinary action by the Superintendent are forwarded to SAP for initial review, identification of possible alternative forms of disciplinary action, problem assessment, identification of helping resources, and follow-up.

Life Skills Training (LST): This science-based and proven effective substance abuse prevention curriculum is utilized in grades four, five, seven and nine. The Manassas City Public Schools offer teacher training through a partnership with the Prince William County Community Services Board. *D.A.R.E.* complements LST in grades six, eight and ten.

MARTINSVILLE CITY

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Martinsville City Public Schools received \$17,616.00 in Safe & Drug-Free Schools (SDFS) funds for the 2004-2005 school year. Because the data indicates that Martinsville has a community problem, not just a school problem, every effort is made to coordinate SDFS services with other agencies in order to provide a comprehensive ATOD and violence prevention program.

Martinsville City Public Schools' philosophy is to address problems as early as possible. There is an identified need for supplemental early intervention/prevention programs that include drug and violence prevention activities. There is also a need for parenting education and community workshops. Martinsville City Schools are very fortunate to have a very active community services board and have contracted with Piedmont Community Services to provide the following activities:

- Monthly parenting classes using the "Parenting for Prevention" curriculum for preschool and elementary school parents;
- Weekly groups that focus on friendship skills, decision-making skills, and communication skills in three of the elementary schools;
- Special concern groups to discuss topics such as divorce, loss and Children of Substance Abusers (COSA) issues;
- *Project Alert* and *No More Bullying* at Martinsville Middle School; and
- Four quarterly parenting sessions provided for parents of alternative education students.

In addition to the above activities, the *Second Step* program is used in grades K-8, with middle and high school students involved in alternative education classes, the Workforce Investment Act (WIA) summer work program, and the Individual Student Alternative Education Plan (ISAEP) students. Martinsville City Public Schools works with the Martinsville Police Department, the Sheriff's Department, the Drug Task Force of Martinsville and Henry County and other community agencies as appropriate on special projects throughout the year. The PRIDE survey is given every two years to all students in grades five, eight and ten to identify areas of need and for evaluation purposes.

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Mathews County Public Schools has been participating in the following SDFS programs and activities. At least four high school students and a chaperone attend YADAPP each summer. This group returns to the high school in the fall and sponsors various programs about drugs during the school year including, Red Ribbon Week activities. The school resource officer is the sponsor of this group.

The Students Against Drunk Driving (SADD) organization has held monthly meetings to prepare to sponsor activities throughout the school year including Prom Promise week. They culminate their activities each month with a pizza lunch for the members.

Speakers have come to the school system to speak on such topics as self-esteem and character as well as substance abuse. Students have been very responsive to the speakers. Teachers have been encouraged to do followup activities with the students to keep the information at the forefront for the students.

The Community Services Board Prevention Council sponsored a weekend rally for students in the immediate region regarding substance abuse. It included training for the attendees. The school resource officer is very active in the Prevention Council and as a result encourages the students in the school division to be involved in these training activities.

MECKLENBURG COUNTY

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The funding provided by the Safe and Drug-Free Schools and Communities Act (SDFSCA) has provided Mecklenburg County Public Schools (MCPS) with much needed support in needs assessment, parent and faculty training, safety and security enhancement, and direct student services.

SDFSCA funds are used in one component to survey all students in grades 6–12 with the Communities That Care (CTC) survey program. The reports generated from these surveys are expected to be of vital assistance in helping build a valid needs assessment with which to build our quality division-wide prevention program.

In our second component, SDFSCA funds are being utilized to support the division Parent Resource Center (PRC) in helping to purchase educational materials for parents, and in logistical support for the PRC's parent support/advocacy groups and parent education groups. Parent education and violence prevention newsletters are also purchased and sent home to parents division-wide. SDFSCA funds have further been used to help bring training seminars on gangs, gang violence, gang prevention and related issues, and working with high risk students to our faculty.

SDFSCA funds supported our third component in helping to purchase equipment for our school resource officers (SRO) to be better able to identify students and faculty, know where students should be at a given time during the day, and to access needed parental contact information in the event of a crisis. The equipment can also be used by SROs to photograph evidence for criminal investigations. These uses help us promote a safer and more orderly environment for learning at our schools.

Finally, SDFSCA funds are being used by MCPS to enhance our direct services to students. Violence prevention groups have been started at both middle schools in the division to assist by helping high-risk students deal with problems more effectively, and to teach appropriate coping and anger management skills. Guidance counselors are providing character education and drug awareness programs to students throughout the year. Funds are also being used for helping to provide behavioral health assessments for needy students when other sources of funding have been exhausted.

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In Middlesex County, our Safe and Drug-Free Schools' funds are used to support various activities including a division-wide public awareness campaign, the SADD club at Middlesex High School, the After-Prom celebration for juniors and seniors, the purchase of security cameras for some of our buses, and participation at the annual YADAPP conference. These activities are offered at various times of the school year and enable us to maintain an ongoing theme of prevention.

In 2004-2005 we continue to work with the private, non-profit Middlesex Prevention Council. With school division support and involvement, the Council implements two research-based programs: *Reconnecting Youth* and *Life Skills*. These programs target middle and high school students and provide the youth with appropriate adult role models as well as productive, esteem-enhancing activities. All activities occur either after school or during the weekend.

MONTGOMERY COUNTY

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Montgomery County Public Schools are located in rural southwestern Virginia. The school division has a student population of approximately 9,250 students who attend one of the 21 schools. Because our school division is small and our funding levels low, our Safe and Drug-Free programs have been a community effort supported by several local and state agencies. Montgomery County Public Schools have had a very positive relationship over many years with the New River Valley Community Services agency (NRVCS). The NRVCS has worked collaboratively with the school system to provide quality programs and services which have bolstered the comprehensive health instruction already in place.

Bullying prevention programming began in the spring of 2001 as the result of a request for services at one elementary school in the county. In the last four years, a very strong bullying prevention program (Olweus) has been implemented in one elementary school with a resulting ten percent decrease in bullying situations. This program also served as a prototype for the Governor's Office for Substance Abuse Prevention (GOSAP) funded program in one middle school. Additionally, with the growing awareness of violence, a bullying survey has been completed at five schools. To further support the needs demonstrated through that survey, faculty in-service to raise awareness of bullying was provided. For student leaders, bystander education was addressed and for victims of bullying, support/education groups were created.

Peer mediation programs in all middle schools in the county have been ongoing for the last 12 years, resulting in greater than a 90% successful resolution rate. Each summer, students are trained to become peer mediators. Throughout the school year, additional training is provided to help with team building and leadership development. Annual evaluations of this program have identified the need for additional training if a pattern of non-resolution is identified. Evaluations have supported the maintenance of this program as an integral part of the middle school experience.

Prevention programs, such as bullying prevention and peer mediation, student assistance programs (small group settings, anger management, crisis counseling, COAs, and substance users), and crisis planning have been maintained. Student assistance programs/services have been an integral part of the comprehensive program and have been shown, through local evaluation, to be the most effective way to address a student's early intervention needs. Crisis planning has taken on a new emphasis in recent years and our approach to crisis planning has changed also. Whether the planning addresses a national tragedy, the death of a student, or a local crisis, services are available to all schools upon request.

As with all of the programs and training provided by the NRVCS, annual evaluations have driven decisions regarding the implementation of new programs, the elimination of programs not producing satisfactory results, as well as providing a new direction or emphasis for the Safe and Drug-Free funds. These evaluations also have supported the need and provided the opportunity for schools to request services as needed.

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Using Safe and Drug-Free School (SDFS) funds in coordination with other funding sources, Nelson County Schools have developed a comprehensive and successful substance abuse and violence education program. Through the services of a part-time coordinator, the program has been refined and enhanced. Research-based materials from *Here's Looking at You* and *Get Real about Violence* are used as the curriculum for our Substance Abuse and Violence Education (SAVE) program.

The SAVE coordinator recruits and trains community mentors to “adopt” a class of children and teach 12 substance abuse and violence prevention lessons. This mentoring component has proven to be a real strength of the program, communicating positive community values and norms very effectively to our students. The coordinator also teaches several classes as well to assure consistency of the prevention message. The most recent YRBS indicates a trend toward a reduction in the use of tobacco and alcohol. A decline in school discipline reports for violent behavior supports the correlation between the concepts and skills developed in the SAVE program and positive behavioral change. Anecdotal reports also demonstrate that the children are using these skills in their daily lives. This trend in improvements is directly related to the lessons emphasized in SAVE.

The SAVE program emphasizes collaboration between the schools, parents and the community. The SDFS grant also provided funds for parent meetings. Other parent meetings have focused more on parent-child communication, especially in how to reinforce the anti-drug and anti-violence message, parent involvement in school success, and positive parenting. Additional contact was made with the parents of the Survival Steps for School Success (4 S's) group.

The SAVE program provides an atmosphere that fosters an opportunity for students to be able to talk about very sensitive issues involving substance use and violence. More students whose lives are already affected by drugs and violent behavior have sought help. Funds from the SDFS grant have helped to bring a part-time Region X Community Services Board Prevention Specialist into the schools to provide more intensive counseling for these students. This addition to our school team has promoted increased community collaboration and has also empowered more parents to seek help on their own.

As the SAVE program evolves and improves, it has begun to address risk and protective factors in all domains: the individual, school, peer, family and community. Having funds available every year from the SDFS grant has made this continuous growth and progress possible.

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New Kent County Schools have implemented the *Al's Pals* and *Protecting You/Protecting Me* programs through Safe and Drug-Free Schools funding.

Al's Pals offers a systematic approach to teach children social and emotional skills. Teachers are provided with a toolbox of skills and techniques that help model and reinforce *Al's Pals* concepts throughout the day. Research conducted by Virginia Commonwealth University shows children who received *Al's Pals* made significant gains in positive social skills.

Protecting You/Protecting Me is an alcohol prevention curriculum for children in grades 1-5. *Protecting You/Protecting Me* helps reach children before they have fully shaped their attitudes and opinions about alcohol use by youth and their role in preventing it. The curriculum focuses on the effects of alcohol on the developing brain during the first 21 years of life. Research shows that the risk for alcohol and other drug use skyrockets when children enter the sixth grade, between the ages of 12 and 13. The Mothers Against Drunk Driving (MADD) National Elementary School Project has determined that *Protecting You/Protecting Me* is the first step in the prevention of alcohol and drug use.

NEWPORT NEWS CITY

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Newport News Public Schools implemented the *Al's Pals* program at 26 elementary schools, first through third grade and the *Life Skills Training* program at nine middle schools, fourth through eighth grade in the academic year 2004-2005. Our kindergarten students were introduced to the school resource officer sponsored Officer Friendly program. School resource officers also educate elementary, middle, and high school students on ways to prevent violence, promote healthy choices, decrease substance use, and Virginia law utilizing *Gangs in Virginia* and the *Class Action* curriculum.

All five Newport News high schools provide an opportunity for students to promote a safe and drug-free environment by participation in the Excellence Girls' Club (Woodside High), the Children of Alcoholics/Addicts (COA) group (Menchville High), Not on Tobacco Program (Denbigh High), Coalition for our Development and Education (CODE) group (Warwick High), and Student Ambassadors for Safe Schools (Heritage High). For the past five years, five high schools have actively participated in Youth Alcohol and Drug Abuse Prevention Project (YADAPP) and National Day for Concern for Guns and Youth Violence. This academic year will be the first time a team of students from Huntington Middle School will be provided the opportunity to participate in Tidewater Regional YADAPP sponsored by Newport News Public Schools.

NORFOLK CITY

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Norfolk Public School Division focuses on prevention by promoting positive activities that address anti-drug and violent behavior. Each school has a sponsor (usually a teacher or guidance counselor) that coordinates the activities of the prevention clubs. In the beginning of each school year, the sponsor and students must do an action plan. This plan determines the focus of the activities for the year and is based on School Management and Resource Team (SMART) data. The activities range from “caught being good” to “conflict mediation.”

The students in the clubs do projects all year to promote an awareness of certain issues and combat negative behaviors such as bullying, drug use, harassment and violence. The sponsor also organizes education and awareness programs for the school staff.

The *Alternatives to Violent Behavior (AVB) Program* is aimed at reducing aggressive and violent behavior in middle and elementary school students by promoting verbal assertiveness and offering alternative choices to physical, aggressive, and impulsive behavior. The program identifies each student's strengths and weaknesses and uses them to formulate positive growth experiences. The focus and expected results are increased self-esteem, enhanced social coping skills, and a wider range of positive responses to choose from in stressful situations.

The Student Assistance Counselor program is a collaborative effort between the Norfolk Community Services Board and the Norfolk Public Schools. It is a prevention and early intervention program designed to enhance substance abuse prevention and mental health promotion within an academic setting. Services include assessment and referral, support groups focusing on substance abuse issues, grief, relationships, family issues, and declining school performance. Presentations and training for staff and parents is also part of the program curriculum. Presentations include peer facilitation training for students and co-facilitation with other staff members. The program goal is to assist students and their families with alcohol and other drug-related problems or stressful situations that might lead to risky behaviors.

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Funds received from the Safe and Drug-Free Schools grant are used in a variety of ways at the four schools and one alternative center located in Northampton County:

DIVISION ELEMENTS

- Crisis intervention training for staff members throughout the division; and
- Behavioral specialist provides counseling and supportive services to students who have, or are at-risk for developing, significant problem behaviors.

SCHOOL ESSENTIALS

- TECH Center: SDFS funds are used at the alternative center to support social skills curriculum implemented school wide. The *Boy's Town Social Skills Behavior Model* is part of the student's natural day that culminates with daily mentoring. The program is based on the accumulation of daily points used to earn privileges within the school environment. Specific targeted areas for social development are identified weekly for each student. The students accumulate points for engaging in appropriate behaviors. Students may also lose points for engaging in inappropriate behaviors. When points are lost, students are given an option of recouping half of those points for practicing the appropriate skill he/she should have engaged in.
- Kiptopeke and Occohannock Elementary Schools: Funds are used at these elementary schools to support the *Character Counts* curriculum implemented school-wide. Students are provided instructional activities and materials that develop six ethical principals: trustworthiness, respect, responsibility, fairness, caring, and citizenship. The program teaches through modeling the values of everyday living and decision-making. Teachers incorporate the language of the curriculum into their everyday encounters with the students. The guidance counselor makes scheduled visits to each classroom to teach the lessons and engage students in activities, which are aligned with the Standards of Learning.
- Northampton Middle School: Funds are used to support the *Don't Laugh At Me* curriculum, which is an anti-bullying program. Activities are provided to assist students in the quick recognition of a bully and what to do if you are being bullied. Classroom visits are made several times throughout the course of a week. *Don't Laugh At Me* is provided to all sixth grade students as a required enrichment class. All other grade levels are provided weekly classroom visits by the guidance counselors. Funds are also used at the middle school to support curricula that focus on

drug use prevention activities, gang prevention information, parenting, truancy, and issues of safety.

- Northampton High School: The high school provides intervention activities, which include peer mediation, anger management, and conflict resolution. These activities are provided by a trained intervention counselor and have aided in reducing the number of serious confrontations between students.

NORTHUMBERLAND COUNTY

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This year, Northumberland County implemented the *Second Step* violence prevention program in grades Pre-K through Second. *Second Step* is a model program that is research based. The program is provided through a partnership with the Prevention Services Division of the Middle Peninsula Northern Neck Community Services Board.

Other ongoing projects that have been effective with the students at the middle school and high school levels are peer mediation and *D.A.R.E.*, which are locally funded. Northumberland County continues to utilize a school resource officer at the high school level, a partnership between the county and the local law enforcement agency.

NORTON CITY

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Norton City Public Schools use SDFSCA grant money to provide an after-school program three days a week, two hours a day. Students in the program are in grades 3-7. Students are provided with a time to complete homework, receive tutorial assistance in areas needed and receive remedial instruction in language arts and/or math. Transportation is provided through grant funds.

Three years ago, Norton City implemented *Life Skills* instruction for all students in grades preschool through seven. *Life Skills* classes are a part of the specialist rotation in the master schedule. *Life Skills* topics are infused into the health program for students in grades 8-12 as time allows. The program uses the *Life Skills* training curriculum and the *Michigan Model* to teach healthy lifestyles, decision-making skills, and character education skills. The program uses *Learning to Live Drug-Free* to teach substance abuse prevention and *Second Step* to teach violence prevention. Students show a 90% mastery of the curriculum as measured by regular tests. This program was implemented using "greatest need" money. When those funds were no longer available, the Norton City school board fully funded the program.

D.A.R.E. instruction is provided for 14 weeks to fifth graders. Other grades receive *D.A.R.E.* instruction as requested by classroom teachers. A certified *D.A.R.E.* officer with the Norton City Sheriff's Office provides *D.A.R.E.* instruction. A school resource officer provides *Class Action* instruction to all sixth and seventh grade students. *Class Action* is also provided to students in grades 8-12 by the resource officer.

NOTTOWAY COUNTY

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Nottoway County Public Schools has developed a comprehensive K-12 safe and drug-free schools program through cooperative efforts with the Nottoway County Sheriff's Department, Blackstone and Crewe Town Police Officers, the Nottoway County Safe and Stable Families Prevention Board, and other agencies in Nottoway County. The program is designed to educate students, parents, teachers, and other staff members about alcohol and violence prevention. Annually, the student code of conduct, as well as other policies, are reviewed, updated, and published for students and parents in the *Nottoway County Public Schools Student Handbook*. The No Child Left Behind Advisory Committee, composed of parents and teachers, meets and discusses issues concerning the impact of the safe and drug-free schools programs.

As a result of Safe and Drug-Free Schools funding, Nottoway County Public Schools has trained and implemented *Get Real About Violence*, conflict resolution, and bullying prevention in all six schools. We have also enhanced our character education programs with supplemental materials in all schools, including incorporating character education into our accelerated reading programs at all elementary schools. The *Life Skills* program and *Al's Pals* program also are implemented at our elementary schools. Our secondary schools promote tobacco, drug and alcohol prevention through the YADAPP program, Red Ribbon Week, and the "None for the Road Campaign." The annual "None for the Road Campaign" is a weeklong educational experience for students, parents and teachers. Nottoway High School coordinates with the Nottoway County Sheriff's Office and the Virginia State Police to host programs for all students and their parents demonstrating the bodily effects of alcohol use and how it impacts driving.

Our community police officers have an open invitation to visit the schools and eat lunch with the students in an effort to strengthen the relationship between the schools and law enforcement. The Nottoway County Sheriff's Department comes into our schools to conduct *Class Action* and *D.A.R.E.* classes with our students. They also visit the schools to speak to individual classes about drug and alcohol awareness, laws and implications of drug and alcohol use.

ORANGE COUNTY

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Orange County Public Schools has used its Safe and Drug-Free funds to support a variety of programs. Funds have been used to support the after-prom celebration, implement the Project Discovery experiential learning for at-risk youth, conduct peer mediation training, update the crisis reference guide, and train teachers, counselors, and administrators in using the student services management team to identify at-risk students and provide early intervention services to prevent truancy, absenteeism, and substance abuse.

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Page County Public Schools uses a Chemical Abuse Response Team (CART). The suggested procedures for the CART include:

Suggested Procedures:

- \$ Each school selects a team comprised of:
 1. Guidance Councilor
Social, Emotional, and Academic Issues
 2. Resource Officer
Legal Issues
 3. School Nurse
Medical/Pharmacological Issues
 4. Safety/Attendance Officer
Code of Conduct, Attendance, Parental Involvement, and CHINS
 5. Administrator
- \$ Each school chooses a team leader.
- \$ School Psychologists develop a checklist for student difficulties and program goals. These are available for emergency referrals.
- \$ The team determines who the student will see and what services will be delivered.
 1. Team members determine when students complete a program goal.
 2. No set time period is required or recommended for goal completion.
- \$ All schools post a timetable for programs and activities.

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Patrick County Public Schools utilizes funds provided by the Safe & Drug-Free Schools program to employ a part-time student assistance counselor who works with students who may have the potential, or who demonstrate drug and/or discipline, problems. In addition, funds are allocated to provide staff development for personnel on topics that include: student discipline, violence in schools, and oppositional defiant behavioral training. The school division also has incorporated training about threat assessment provided by the Virginia Youth Violence Project as a means of providing additional services/techniques for students.

PETERSBURG CITY

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Petersburg Public Schools, with SDFS funds, is implementing the following programs: *Responding in Peaceful and Positive Ways* (RiPP) to sixth graders in both middle schools; *Beginning Alcohol Basic Education Series* (BABES) in all second grade classrooms in seven elementary schools; "Peter the Puppy", an intervention curriculum for students living in family environments where substance abuse is an issue, to all fourth grade students needing services; the James House Sexual Assault Outreach Program (SAOP) for elementary and middle school students; "Drinkin,' Druggin,' and Drivin,'" Southside Regional Medical Center outreach program to all driver education students; and reality check visits to the Emergency Room at SRMC for car crash simulations for Driver Education classes. Program services include: the Student Assistance Program (SAP) for middle/high school students; 3-D monthly activities each December; Red Ribbon Week in October; Aids Day activities; a lending library of books and videos, brochures, games, and other resources.

SDFS funds also provide for partial salary/benefits for the prevention/intervention specialist who manages the grant, coordinates programs, oversees SAP, works in the schools with additional students referred to SAP, writes and implements other related grants for programs/services/curricula, i.e. VTSE funds. Funding for this position enables the school division to grow related programs and not rely solely on SDFS funds. Curricula such as *Life Skills Training* (LST) is funded by other sources that the specialist is able to draw upon to enhance SDFS programs. LST is used in third and eighth grades in all Petersburg Schools and *Al's Pals* is used in Head Start, kindergarten, first and second grades thereby providing prevention programming from Head Start through eighth grades. This enlargement of the mission would not be possible if SDFS funds did not provide for the specialist position.

PITTSYLVANIA COUNTY

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The Pittsylvania County School Division has developed a comprehensive and successful Safe and Drug-Free Schools (SDFS) program to meet the needs of our K-12 students. Programs are available to support abuse counselors, a school resource officer, and provide materials to students and parents.

Guiding Good Choices, recognized as a promising program by the U.S. Department of Education, is being used to assist parents and students at the middle school level. Selected middle school parents and students will receive training that will result in healthy behaviors and family bonding that will reduce the suspension rate. The school board agreed to require expelled students and their parents to successfully complete the five-week program as a prerequisite before returning to school.

Other activities included:

- in support of Red Ribbon Week, materials and activities were provided for all K-12 students.
- support was given to the publishing and mailing of a drug booklet to parents of eighth grade students that will result in the parents gaining knowledge about drugs.
- illicit drug wall posters and drug identification guides were provided to the four middle schools to give the most current information on drugs. These materials provide pictures, descriptions, and other pertinent information to the faculties and staff.
- pamphlets, videos, and other materials have been made available to support our community in educating them about gangs.

Assistance was also provided for the use of drug counselors and school resource officers. These professionals account for much of the training and technical support of all our schools.

POQUOSON CITY

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At Poquoson Primary School two curricula are taught: *Quest* and *Al's Pals*. The school counselor presents the primary lessons that are reinforced by the teachers. Topics are included in the newsletter so parents have the opportunity to reinforce concepts at home. Each Friday, everyone in the school is involved in "Quest Time" from 2:45 to 3:30 p.m. Some topics addressed are cooperation, self-respect, and making good choices. There is specific vocabulary related to the topics that are used throughout the school program. One month's lessons are dedicated to substance abuse issues. Topics include tobacco, alcohol, drugs, prevention skills, and consequences.

At Poquoson Elementary School, *Quest* is the curriculum used for third and fourth grade students. It is provided one time per month. Topics include decision-making, taking care of your body, smoking, effects of advertising, learning refusal skills, and communicating. *Life Skills* is used for the fifth grade students. It is provided one day every other week. There is an emphasis on anti-smoking and anti-illegal substance abuse. The school counselor provides the primary instruction for both programs. She maintains the program, gives examples, and keeps students interested.

At Poquoson Middle School, *Life Skills* is the curriculum. It is provided through physical education and health classes. Physical education teachers provide the primary instruction with the school counselor providing support. There is an emphasis on decision-making around topics of drugs and alcohol. One-on-one counseling is provided to students, as needed, relating to substance abuse and safety issues. The school psychologists are conducting groups for students with special needs.

At Poquoson High School, substance abuse issues are addressed in physical education/health classes in the ninth grade. There is active student participation in Students Against Drunk Driving (SADD), Prom Promise, and the After-Prom party. Substance abuse topics are covered in weight training, nutrition, and psychology classes. Certain students may be court ordered to participate in drug counseling through private agencies. The school psychologists conduct groups for students with special needs. Substance abuse issues are addressed as they emerge through the discussions. A teacher is conducting a smoking cessation group under the auspices of the American Lung Association.

The division is investigating incorporating the *Too Good for Drugs and Violence* programs into the existing curricula and efforts.

PORTSMOUTH CITY

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The Office of Youth Risk Prevention is responsible for implementation of Safe and Drug-Free Schools (SDFS) programs in Portsmouth City Public Schools. The mission of the Office of Youth Risk Prevention is to provide support to the Department of Curriculum and Instruction that empowers youth and their families through a variety of services designed to promote academic, social, and emotional success. SDFS funds support the efforts of three student resource liaisons that are in our division, but they provide services on regular basis to four middle, three high and one elementary school serving a total of 6,433 students. Liaisons are assigned to middle and high schools two to three days per week for program implementation. The areas highlighted below are programs and services that we view as successful because they address the six domains that underscore those skills/services necessary to support academic success, appropriate social interactions, and positive self-acceptance.

In an effort to increase protective factors for students in our system, the student resource liaisons provide direct services in the following areas:

- Peer mediation – training students in skills necessary to resolve disputes peacefully (each middle and high school, selected elementary school);
- Anger management – providing opportunities for students to examine their anger and learn techniques to manage it appropriately (all levels);
- Drug abuse prevention – exploration of personal communication styles, abilities to make responsible decisions, and self recognition (all levels);
- Non-violent crisis intervention – working with faculty and staff to provide training to recognize indicators of problem behaviors and de-escalation techniques through identification of the four levels of aggressive behavior and appropriate intervention;
- Parent information sessions – provide information and training to parents in an effort to assist them in supporting needs for student success (monthly);
- Innovative programs – The implementation of “Spoken Word” – a performance poetry program, brings prevention, intervention, and academics together in middle and high school;
- YADAPP – working with identified sponsors to implement substance abuse and violence prevention activities (middle and high);
- PATHS – implementing prevention program activities (K-5);
- Participation in Red Ribbon Week, Child Abuse Prevention Month, Violence Prevention, Alcohol and Drug-Free Prom activities (K-12) at selected schools;
- *Life Skills* program – all sixth, seventh and eighth grade health classes;
- Attendance monitoring, K12;
- Collaborative prevention program implementation with Behavioral Healthcare Services staff (middle and high); and

- Wrap around student services through school social workers, school psychologists, school guidance counselors and student resource liaisons - bringing together family advocates who interact on a day-to-day basis with students in an effort to get maximum benefit of input from a variety of services personnel.

The Office of Youth Risk Prevention will continue to provide services that are identified as needed to improve the lives of the children and families that are served through Portsmouth City Public Schools.

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The Safe and Drug-Free Schools program incorporates students, staff, parents, and the community in program development and implementation for violence prevention, substance abuse, and promoting a safe and drug-free school environment. Powhatan County Public Schools have a variety of programs to provide safe and drug-free schools.

Peer mediators are trained in grades 4-12 and are active in resolving conflicts. Guidance counselors are trained at each school to train students in the skills necessary to provide quality peer mediation programs. Bullying prevention programs are in place K-6 and include small group counseling and guidance units.

Through the school resource officer program, the fifth graders are taught the *D.A.R.E.* curriculum. Staff including support personnel, are trained in resolution skills through FSR Associates. The program has been very effective in preventing or de-escalating potentially volatile situations.

Through an agreement with mental health services, the *Life Skills* program is being taught to eighth and ninth graders. The program focuses on decision-making and drug abuse prevention. Other programs and activities to build student protective factors and resilience in youth include: the SADD club and sponsorship of post-prom celebrations.

PRINCE EDWARD COUNTY

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Training and workshops have been provided in conflict resolution, violence, and drug abuse prevention. Clubs at the middle and high school level provide substance abuse and violence prevention experiences for students and parents. The school division collaborates with law enforcement and community organizations. A very active After Prom committee composed of parents, students, staff, and community representatives work together to promote safety.

PRINCE GEORGE COUNTY

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Prince George County Public Schools had chosen to utilize its SDFS funds to implement Dr. Dan Olweus' *Bullying Prevention Program*. The program has been in place for the past three years. Implementation has occurred at the elementary level. Research has demonstrated a greater impact is achieved in breaking the bullying cycle when younger students are educated. The program has a bullying coordinator who:

- Arranges for the kick-off assembly of "*Bully You, Bully Me, Let's Learn to be Bully Free*",
- Administers the bullying pre-test,
- Debriefs the faculty about the survey results,
- Heads the steering committee of parents and teachers,
- Delivers classroom lessons and provides counseling to individuals and groups, and
- Administers post-tests to all existing fifth graders.

Post-testing has yielded positive results in combating bullying. An overwhelming number of students demonstrated with situational scenarios that they:

- Recognized different types of bullying,
- Recognized the participants of bullying (i.e., witness, victim and bully), and
- Knew what to do if bullied.

Because the bullying program embraces many aspects of character education and peer mediation, the three programs complement each other's efforts and goals.

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We continue to employ eight student assistance program specialists (SAPS). They work primarily in middle and high schools providing primary prevention, drug education, anger management, conflict resolution, substance abuse assessment, referral, and support group services.

We have “A World of Difference” peer training, and anti-bias education program in 12 middle and high schools. We are implementing a comprehensive program evaluation, which utilized pre- and post-tests, focus groups, follow-up interview, and case studies for most of our programs and services.

We provide training and materials for schools to utilize the “*Get Real About Violence*” curriculum at all grade levels. We offer staff development opportunities throughout the year on topics including substance abuse, violence prevention, conflict resolution, and evaluation. We publish a biannual newsletter called “Prevention Perspectives,” which offers a community link for services.

PULASKI COUNTY

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Safe and Drug-Free School funds have been used for a number of years to fund a social worker position to work with at-risk students who have a history of absenteeism, drug abuse, physical abuse, risk of dropping out of school, and referrals for drug treatment within the school division's student assistance program.

The social worker has provided a caseworker component to the school's alternative education known as the Pulaski County Cougar Achievement Center. This program works with students referred to the program in lieu of long-term suspension. Due to the dedication and hard work of the social worker, Pulaski County Public Schools has witnessed a steady decline in the dropout rate and long-term suspensions due to drug use and/or abuse.

RADFORD CITY

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The Radford City School Division is currently implementing the nationally recognized *Life Skills* program. The *Life Skills* program is designed to increase appropriate student attitudes toward alcohol, tobacco, and other drugs. The school division has contracted with the New River Valley Community Services Board to implement *Life Skills*. All students in grades three, four, five, seven, and eight will receive instruction from a prevention specialist or trained volunteer parent during the school year. The prevention specialist will administer and summarize pre- and post-tests for all students. This information will be analyzed by the local advisory committee and recommendations for improvement will be presented to the school board. The indications from all involved with the implementation of this program are very positive and they are optimistic that the test results will indicate continued significant student progress.

RAPPAHANNOCK COUNTY

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Rappahannock County Public Schools has developed a diverse, comprehensive program that addresses the issues surrounding safe and drug-free schools. This program includes drug abuse prevention at the elementary and high school levels, referrals for counseling, workshops that provide awareness to high school students about the dangers of sexually related violence, non-curricular activities, mediation programs, involvement with local agencies, and special events.

At the elementary school level, the Drug Abuse Resistance Education (*D.A.R.E.*) program addresses the issue of drug use/abuse with fifth grade students. In sixth grade, the students are involved in refresher lessons with the *D.A.R.E.* Officer. A strong character education plan is in place at the elementary level that covers responsible behaviors. At the high school level, teen dating violence workshops are held during the school year. Collaboration with the family support employees at the Department of Social Services is an integral part of our services to students. At both schools, onsite counseling, offsite counseling, therapy (with referral), mentoring programs, and classroom guidance programs serve a wide range of students with diverse needs.

During this school year, discipline issues have been on the decline. The school has had two expulsions due to threats, two long-term suspensions for drug use and one suspension due to fighting. The goal is to improve/decrease the number of incidents of violence and drug use.

RICHMOND CITY

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Richmond City Public Schools (RPS) continues to offer a host of evidence-based prevention initiatives to our student population from Pre-Kindergarten through 12th grade.

Currently, we offer *Al's Pals* to all of our Pre-K classrooms, which includes both Head Start and the Virginia Preschool Initiative Program. We have expanded our efforts to provide *Al's Pals* to over 40 kindergarten classrooms. *Al's Pals* is highly effective and we look forward to providing the program to all of our kindergarten classes. Character education (lessons in living) is provided division wide, kindergarten through fifth grade, by our consultant Sandy Queen. Additionally, a very popular conflict resolution-training program called "*Peer Mediators as Peace Makers*" is offered in ten of our elementary schools. The program is provided by the Dispute Resolution Center at the Better Business Bureau Foundation of Virginia, Inc. RPS continues to provide *Get Real About Violence* to kindergarten through fifth grade and ninth through 12th grade.

Our flagship program, Responding in Peaceful and Positive Ways (RIPP) continues in all nine of our middle schools. We also offer *Life Skills* and the *Olweus Bullying Prevention Program*.

Richmond City Public Schools provides several programs to students in our comprehensive high schools. In addition to the aforementioned *Get Real About Violence*, we offer *Here's Looking At You*, a substance abuse prevention program and our ADAPTS (Alcohol and Drug Abuse Prevention Teams) program, which is our award winning peer facilitation program.

RICHMOND COUNTY

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Richmond County Public Schools provides a series of drug prevention programs designed to modify student behavior and to create a set of clear social expectations. The programs include Red Ribbon Week, multi-media presentations, high school student mentors, police officers providing anti-drug lessons, and small group learning sessions to discuss social issues such as bullying.

Richmond County Public Schools provides drug and alcohol awareness through the use of "Prom Promise" and "None for the Road." These are utilized in combination with the After-Prom Party, which provides the students with a safe and drug-free environment and the opportunity to demonstrate to the students that fun and entertaining activities do not need to include drugs or alcohol. All of these programs promote the realization that good choices create good outcomes, which is a safe and healthy drug-free life.

Richmond County high school mentors visit elementary school students once a month to present lessons and offer guidance on dealing with peer pressure and setting priorities for success. A police officer provides lessons on drug awareness, which gives the students valuable information on making positive choices that will help to ensure a successful future free of drugs and alcohol.

Richmond County high school and middle school students collaboratively participated in *Project Lift*. This is a project from Virginia Commonwealth University, which impresses upon students the importance of living a life free of tobacco. In addition, students had the opportunity to view a multi-media presentation, "*It's My Life*," which demonstrates strategies that can be used by the students to achieve positive personal goals.

Richmond County students created posters for Red Ribbon Week that were displayed throughout the schools to remind the students to live a drug-free life. Richmond County middle school students have been involved in Project TNT (Towards No Tobacco Use.) This program teaches awareness of tobacco and encourages students to make healthy choices that do not include the use of tobacco products. Our middle school students take a course in healthy relationships, called *The Haven*. It is imperative to teach our students that strong, positive, healthy relationships enrich their lives and enable them to make positive choices.

ROANOKE CITY

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Roanoke City Public Schools is continuing its comprehensive drug and violence prevention program collaborating with the Roanoke City Police, Blue Ridge Behavioral Health, the Roanoke City Health Department, and other agencies in the Roanoke Valley.

School safety, violence prevention, and a disciplined, student-centered school environment conducive to learning continue to be division-wide priorities. Student assistance counselors (SAP) serve students in our two large high schools and one of our six middle schools. These professionals provide education, prevention, and referral services for students identified as needing assistance with substance abuse issues. The three SAP counselors collaborate with school nurses, teen health centers, mental health services, and families to ensure appropriate supportive services are available and provided to at-risk students. Anger management and peer conflict mediation programs facilitated by the SAP counselors continue to be well used components of their services.

Our division is continuing a contractual relationship with Blue Ridge Behavioral Health, the community agency that provides identified students with outpatient adolescent substance abuse services via individual and small group counseling sessions. This interceptive service, provided to middle and high school students, has consistently received positive feedback from referred students and their parents. Emphasis is placed on serving middle school students because of the limited services available from student assistance counselors at that level.

During February 2005, our division participated in two significant surveys that will assist us in our efforts to continue providing appropriate and targeted interventions and preventions to students demonstrating risky behaviors. In cooperation with Prevention Plus, the prevention component of our local Community Services Board, we administered the Search Institute Survey and/or the Youth Risk Behavior Survey to students in grades 6, 8, 10, and 12. The results of these surveys will be used to tailor Safe and Drug-Free School requests to meet the needs of our youth by building supportive services and programs that will build assets for our community's youth. The division plans to continue administration of some form of student risk surveys every two years.

ROANOKE COUNTY

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The student assistance program (SAP) administrator coordinates Roanoke County's multi-faceted Safe and Drug-Free Schools Program in collaboration with the Roanoke County Community Prevention Council and the School Health Advisory Board. Goals for the Safe and Drug-Free Schools are included in the school division's six-year plan. In addition, school policy mandates the existence of the student assistance program.

SAP is the infrastructure that maintains a system's approach for providing prevention services and activities to assist students in making good choices and in identifying and intervening with students experiencing difficulties. SAP began approximately twenty years ago in all secondary schools, and in the elementary schools in the fall of 2000. In February 2005 SAP received the "National Program of Excellence Award" from the National Student Assistance Association.

Five elementary SAP coordinators provide services to all 17 elementary schools. They facilitate the *Life Skills* curriculum to the fourth and fifth grade classes and assist with school-wide, classroom and individual bullying interventions. Additionally, they are involved in Red Ribbon Week and other singular prevention activities, individual and group counseling, and home visits.

The secondary student assistance program staff known as the "Core Team" develops strategies ranging from universal programs to assisting individual students and their parents. Eleven secondary student assistant program coordinators, who are members of the Core Team, provide services in all high, middle and alternative schools, that include individual and group counseling, consultation as well as referral, and case management. School and community resources are utilized to assist students and their parents. In 2003-2004, over 3,000 counseling sessions were conducted and more than 300 groups were conducted.

Some of the curricula for students used by the staff include: *Life Skills*, *Youth Connection*, *Aggressors*, *Victims and Bystanders*, *My House Doesn't Work Right*, *Hurting and Flirting*, *Tobacco Free*, *Kids Who Hurt*, *Anger Management for Youth: Stemming Aggression and Violence*, *A Peace-Able Place*, *Too Good for Violence*, *Too Good for Drugs*, *Insight Curriculum & Helping Teens Overcome Problems with Alcohol, Marijuana and Other Drugs*, and *Reconnecting Youth*. The *Leadership and Resiliency Program* is used for parents.

Student conduct code violators are referred to SAP. The SAP administrator attends expulsion hearings and assists with alternative placement or plans. Students who violate substance abuse policy and their parents attend an education program on Saturday mornings and sign a yearlong contract with certain requirements, which includes drug testing. A student may also be directed to the alternative program and their parents must agree to attend a weekly parenting program at the school. Approximately 90% of the parents followed recommendations made by SAP.

The 2000 student survey data in comparison to the 2002 and 2004 results indicate a continual decline of alcohol use in grades 7-12. Furthermore, student participant information denotes a decrease in school absences and policy violations and that the majority of participants received passing grades.

Core team members receive annual training and develop goals and objectives based on student survey results. Additionally, faculty members are provided in-service training to accommodate their needs. Evaluation results indicate that the trainings are extremely beneficial.

Other programming includes division-wide *Character Counts*, peer conflict mediation teams in each school and *Natural Helper* programs in secondary schools. Student groups such as Youth In Action, SAVE, and S.A.D.D. are active. Bully prevention programming exists in all schools. School resource officers are in all secondary schools and some of the officers are also coaches. A division-wide color code critical incident procedure is in place as well as school crisis plans and teams.

ROCKBRIDGE COUNTY

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Rockbridge County Public Schools' Safe and Drug-Free Schools (SDFS) Project continues to implement a comprehensive program in partnership with the division's Youth Resist Tobacco Project that is funded through a Virginia Tobacco Settlement Foundation (VTSF) grant.

The "*Too Good for Drugs*" program continues in K-12. This program is taught by guidance counselors in elementary schools and by health instructors in the middle and high schools. The Mendez Foundation initially trained all of our instructors. Since then we have had some turnover of personnel and have needed to provide extra support for these teachers.

The VTSF surveys are completed in grades K-12 and *Too Good for Drugs* surveys are completed for grades 3-12. Kindergarten through second grade teachers completed the *Too Good for Drugs* instructor's survey.

Each middle school has a media club, with the "Youth Media Network" forming the basis for the media component. A media coordinator at each middle school works with the club. The club made posters, bracelets, brochures, and bookmarks. They made public service announcements that ran on the local radio station and had newspaper coverage of their club activities. The middle school media clubs are providing a puppet show at the elementary schools to continue to raise awareness. They plan to videotape the puppet show to use in individual classrooms and held an assembly at their schools. The media clubs continue to work on a scrapbook of their activities that was started in 2002.

Efforts continue to reach out to individual students who are seeking help regarding the use of drugs and tobacco. The SSC works with individual students or small groups of students during counseling sessions. She uses the programs, "*Intervening with Teen Tobacco Users*", and "*Helping Teens Stop Using Tobacco*." The SSC visits schools weekly, assists with the media clubs, counsels students, serves as a liaison with local agencies, provides materials and resources, and assists with program evaluations. Our program provides materials requested by teachers to implement the SDFS project.

We continue to build our SDFS resource library that is housed at the division's central office and teachers find this resource very valuable.

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Rockingham County Public Schools (RCPS) has implemented a comprehensive Safe and Drug-Free Schools program. The program's success is a result of a collaborative effort among school counselors, the Harrisonburg/Rockingham Community Services Board (H/R SCB), the division's substance abuse counselor (SAC), crisis counselor, and school officials. Direct prevention and intervention services to students are key components of the program.

The SAC serves students in the division's three high schools one day per week. Services are provided both individually and in small groups. The counselor also provides services to the Dayton Learning Center, an alternative education program, one day per week. Requests for prevention services at the middle and elementary schools are delivered upon request.

One of the programs developed in part, and delivered by the SAC is *Opportunity For First Offenders (OFFO)*. Students who have been suspended by the school board for substance abuse violations are often mandated to attend this program. Those students are placed in the evening alternative education academic program and meet with the SAC weekly until completion of the program. This is a condition for continued enrollment in RCPS following some substance abuse violations. Parents of the students must meet with the SAC for an orientation meeting.

Each middle and high school in the division also provides students with direct services from a H/R CSB counselor. These counselors work with the middle and high school students in one attendance area to form long-term relationships with students. CSB staff facilitate small groups, provide individual counseling, and assist families in acquiring additional support from within the community. A structured after-school anger management program, *CHOICES*, is also led by CSB counselors.

RCPS has implemented a research-based prevention program at grades 4, 5, and 7 utilizing "*Get Real About Violence*" (GRAV). Counselors implementing GRAV have been pleased with the students' overall reactions to and participation in the program. The program is also utilized by CSB staff during anger management groups.

Evaluation and assessment will be key components in determining the success of the overall program. While assessment has been utilized in the past in specific pieces of the SDFS program, RCPS has acquired the services of a professional evaluator to provide specific tools for assessing each component of our delivered services.

Community members, teachers, counselors, administrators, and parents collaborate to provide on-going program development, assessment, and general feedback regarding the SDFS program. It is indeed this comprehensive approach that has lead to achieved success.

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Russell County Schools has developed a comprehensive K-12 approach to safe and drug-free efforts in our school division. Our program includes education, prevention, and early intervention.

The comprehensive plan for drug and violence prevention includes a K-12 school-wide approach for every student each year. In Pre-K through second grade, the plan offers *Al's Pals*, a science-based program with proven effectiveness. Grades 1-2 receive booster kits for all students. Also in grade two, a pilot program for *Too Good for Drugs* has been initiated. In grade three, the *Keep A Clear Mind* program focuses on resisting peer pressure as related to drug use in the areas of alcohol, tobacco and marijuana. In grades 4-5, the *Junior All-Stars* program deals with character development as related to alcohol, tobacco and other drug use, as well as violence-related behaviors. Also in grade five, we offer the *D.A.R.E.* program which offers a comprehensive approach to tobacco, drugs, and violence with 16 that is science-based and proven effective. The health teachers teach *Life Skills*. Pre- and post-tests are given each year to measure effectiveness of both *Al's Pals* and *Life Skills*. In grades 9-12, *Intervening With Teen Tobacco Users: Tobacco Education Group* (TEG) is offered.

Student assistance programs have been implemented in all elementary and high schools. They provide individual and group counseling that helps students resolve problems that lead to conflict and violence. Three full-time prevention specialists serve the elementary schools and high schools in the three areas of the county.

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City of Salem Public Schools supports the smoking cessation program STOPP (Smoking Tobacco Organized Prevention Program). We have implemented the *Quitting Tobacco: A Smoking Cessation Kit* curriculum as a mandatory program for students who have violated the anti-tobacco portion of the student conduct code. Each student must attend four one-hour sessions. The sessions cover the stages of quitting, the cost of smoking, the dangerous compounds that are in cigarette smoke, the adverse health side affects of smoking, and the process of quitting tobacco use.

There have been three sessions taught during the 2004-2005 school year with a total of seven students attending. Sixteen students completed the STOPP program during the 2003-2004 school year. The classes are held at Salem High School after the regular school day.

SCOTT COUNTY

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Scott County Public Schools provides a two-fold program that combats the use of drugs, alcohol, tobacco, and other abusive substances and provides a comprehensive character education plan, while also providing assistance to the Scott County Drug Treatment Court. Through a locally developed program called *D.A.N.C.E. – Drug Awareness Non-Stop Commitment Education*, our instruction includes all sixth and eighth graders in our school system. Lessons target substance abuse awareness, the risk of harm from drugs, alcohol use and abuse, other harmful and illegal substances. The program also provides instruction on building self-esteem, decision-making and relationship skills. Our character education plan is enhanced with “*In Search of Character*.” This program spotlights ten core virtues that help teens develop into caring, respectful, responsible people who make choices based on what is right, rather than what is easy. This program is provided to our high school students throughout the county.

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Shenandoah County Public Schools provide instructional programs and services to students to promote learning environments that are safe, drug-free, and conducive to learning. Goals and objectives are funded in a variety of ways. The majority of SDFS money is used to fund services to students who present the greatest need. Our Student Assistance Program provides small group counseling to identified middle and high school students. These services are contracted with our local CSB. A part-time intervention counselor serves these students at our Alternative Education School. Title IV funds are also used to support peer mediation training and services at the middle and high school levels.

Our program includes all students and employees. Division ATOD and discipline policies are included in all school handbooks, which are distributed to students and parents at the beginning of the school year. These policies are also reviewed with staff by principals and supervisors. ATOD treatment resources are distributed to all new employees and copies are available to parents and staff in our schools. All schools have safety committees and crisis plans are in place. A division-wide crisis team is prepared to assist building staff in responding to crisis events. All staff wear identification badges and any visitor must obtain a badge from the school office upon entering the building. Some schools have installed cameras at unlocked entrances of the building to monitor those persons entering or leaving the building.

Student instruction is age appropriate and developmentally based. The Shenandoah County Sheriff's Dept expands curriculum through *D.A.R.E.* at the elementary level. The *LifeSkills* program was expanded this year to all middle schools as part of the health curriculum. Those students identified as at-risk are also invited to stay for an after-school program one day per week. A Virginia Tobacco Settlement Foundation Grant obtained by a community coalition (SC Family/Youth Initiative) and administered by the Department of Social Services was instrumental in making this program possible. The Shenandoah County Literacy Volunteers were also awarded a VTSF Grant. Part of that funding is used for implementing the *Dare To Be You* Program with the parents of at-risk preschool children.

Parents continue to be active with After Prom Celebrations and Red Ribbon Week is observed annually to increase parent and community awareness. Our juvenile court judge also distributes ABC brochures when driver licenses are given to teens.

Student use and behavior is assessed every three years through the administration of the PRIDE Survey to students in grades 6-12. Title IV funding is used.

SMYTH COUNTY

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The philosophy of Smyth County Schools is that all students will be educated in a safe and drug-free environment that is conducive to learning. The comprehensive plan includes a multifaceted approach toward ensuring that this objective is met.

Resource officers are stationed at all three county high schools and are available to all Smyth County Schools. Smyth County Sheriff's Office, as well as the Saltville, Chilhowie, and Marion Police Departments, in cooperation with Smyth County Schools, continue to provide *Class Action* to the area high schools and *D.A.R.E.* in the elementary schools.

Safe and Drug-Free Schools funds are providing prevention-based programs in all elementary, middle and high schools. In elementary schools, Safe and Drug-Free Schools programs strive to improve protective factors while reducing risk factors for all students. We utilize research-based programs such as *Second Step*, *PATHS*, *Protecting You/Protecting Me* as well as *Character Counts*. In middle schools, research-based programs such as *Life Skills* and *Project Alert* have proven effective. Currently, a cooperative effort with the local community services board is providing anger management in all the county middle schools. In the high schools resource officers are using *Class Action* materials. In the alternative education program, *Reconnecting Youth* was taught for the first time this year. While results are preliminary, indications are that these materials will prove to be very worthwhile. After-Prom and After-graduation are a cooperative effort between the schools, parents, as well as local businesses.

The safety of all students is a priority. Safe and Drug-Free Schools staff have worked with the individual schools as well as the transportation director to ensure the safety of all students. The grant has assisted in providing safety equipment. A local licensed counselor provides risk assessments to students as indicated by their discipline referrals.

Smyth County Schools serve approximately 5000 students. Because of limited resources it is necessary to use every available resource to meet the needs of students here in Smyth County. Referrals are a very important part of meeting our students' needs. The Family Assessment Services Team as well as local mental health providers, and mentoring programs have become critical. After-school programs at individual schools have proven helpful in working with families and students to improve protective factors while reducing risk factors.

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Southampton County Public Schools has developed a comprehensive and successful Safe and Drug-Free Schools (SDFS) program. The program attempts to involve all students, K-12, their parents, faculty and staff, and the community. The school system has collaborated with the local Department of Social Services, Sheriff's Department, Juvenile Court Services, and Western Tidewater Community Services Board. As a result, the SDFS program has been very successful.

Students in Southampton are given the opportunity to participate in activities in the schools focused on prevention. The family life curriculum is in place for all students in grades K-12. Topics such as alcohol, tobacco, or illegal drug use are discussed. At the conclusion, surveys are administered as a form of evaluation. Some evaluations indicated that by the end of the class, students were well educated on the negative effects of alcohol, tobacco, and illegal drugs.

Fifth grade students participate in the *Drug Abuse Resistance Education (D.A.R.E.)* program. *D.A.R.E.* is offered to these students through our local sheriff's office. A fifth grader from one of the elementary schools said, "*D.A.R.E.* was fun! Now I know to stay away from drugs and alcohol."

Students in grades 5-12 have a conflict resolution program (peer mediation) available to assist students who are experiencing some type of conflict. Due to funding availability, peer mediators receive the appropriate two-day training to help others resolve their conflicts. As mediators, they provide the leadership for our annual Teen Resource Day activities held in the spring. They are the leaders of Red Ribbon Week held in October. Duties include passing out ribbons, buttons, pencils, pens, etc., to all students. Additionally, peer mediators participate in the Annual Youth Alcohol and Drug Abuse Prevention Project (YADAPP) held in the summer.

Another drug and violence prevention activity is a group counseling program presented to students in grades 9-12. An anger management component is included to help students avoid violence by learning positive responses to their anger. At the last of the eight sessions, students are asked to give their input as to how the group sessions helped them. A student stated, "the sessions were not long enough." All comments are evaluated to make any necessary changes for the following school year.

With the funding provided, Southampton County was able to hire a SDFS technician to coordinate and implement all activities and projects. The funding has helped the program by providing the appropriate training, staff development activities and workshops. Also, the community and parents are able to stay abreast of all SDFS activities via school newsletters and oral presentations at the monthly PTSA (Parent-Teacher-Student Association). The SDFS program continues to be a success.

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The SDFS support and training over the years have helped us develop both formal and informal cooperative agreements among community agencies and groups to help determine and meet the prevention and early intervention needs of our growing and changing community. The guidance, materials, and funding have given us the ability to provide some very basic research-based prevention and education programs. As a part of the grant process we have developed a needs assessment based on local, state, and national statistics. We have read and followed the risk and resiliency research to define our priorities and set clear and measurable objectives. Over the past several years, we have had to work to stretch the SDFS grant funds in order to provide for our greatest needs. SDFS grant funds have helped us provide creative after school enrichment activities for middle and high school students, a summer camp experience for at-risk fourth graders, conflict mediation training for middle and high school students, as well as parenting education programs and materials.

Our 2004-2005 successes include: serving over 400 children in after school enrichment activities; providing training for 70 middle and high school student mediators; providing parenting newsletters in English and Spanish; providing student assistance training and coordination to 27 core teams, providing research based parenting programs, providing new drug education materials; providing training to driver education teachers and middle and high school health educators; providing truancy prevention assistance and materials to all schools; providing an alternative to suspension tobacco cessation program for teens; serving on three community coalitions to develop needs assessment; and developing a five-year prevention plan for the planning district.

There is still much to be done. Our population is rapidly changing and our needs are continually growing. Our continuing needs assessment indicates that we need after school programs for children of all ages. Additionally, there are needs for: expanded summer learning opportunities; counseling and support programs for children from substance abusing families; intensive follow up and support programs for students returning from long term suspension or expulsion; truancy help from courts or law enforcement; and additional low cost community programs for family counseling. Our efforts are beginning to show results in reducing drug use and violence across the state and nationally. We are hopeful that the SDFS grant funds, guidance and support will continue to help us meet the changing demands on our school system.

STAFFORD COUNTY

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Stafford County Public Schools are committed to providing a comprehensive Safe and Drug-Free program for every student. Activities are centered on drug and violence prevention education, social skills programs, staff development, and parent involvement.

D.A.R.E. is a continuing, collaborative effort between our schools and the Stafford County Sheriff's Office. Fifth graders in 15 elementary schools receive ten weeks of instruction in their classroom from certified *D.A.R.E.* officers, designed to prevent or reduce substance abuse and violence. Students are provided with strategies to enhance social and communication skills, as well as information on substance abuse and violence prevention.

Six elementary schools and one middle school in Stafford County have provided their staff with training in *The Girls and Boys Town Education Model*. *The Girls and Boys Town Education Model* contains a social skills curriculum, to effectively close the gap on social skill deficiencies, which are often the basis for poor choices and at-risk behaviors. Students are given instruction in social behaviors including adult relationships, peer relationships, school rules, and classroom behaviors. The entire staff of a school adopts the model, which promotes reinforcement and consistency for the students.

With funds provided by Safe and Drug-Free Schools, Stafford County has provided materials and training for the *Second Step* program, a violence prevention curriculum. *Second Step* is a research-based, social and emotional learning program designed to address empathy training, anger management, and problem solving. *Second Step* is offered to Stafford County students at the elementary and middle school level. *Life Skills* training, is offered to students in the alternative middle school program in small group counseling sessions. *Life Skills* training addresses all of the most important factors leading adolescents to use one or more drugs by teaching a combination of health information, general life skills and drug resistance skills.

Peer mediation teams for peaceful problem solving is available in many Stafford County elementary and middle schools. Counselors are provided with training to educate peer mediators and maintain their mediation program. An annual County Wide Peer Mediation Day is organized each year as a conference/workshop for all county mediators with sessions taught by school counselors.

Stafford County Schools are committed to providing juniors and seniors with a safe alternative to risky after-prom activities. Teacher, staff and parents work together to create a drug and alcohol-free celebration, which is well attended each year by students. SDFS funds facilitate the effectiveness of these activities, making the option a popular choice for our students.

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Staunton City School Division has woven together three major programs for targeted students to support the reduction of drugs and violence in the schools through K-12 education, in school support, and community and parent involvement. Staunton City Schools' discipline data indicated an increase in disruptive discipline referrals in specific areas of elementary, middle school and high school. A two-prong approach designed to focus specifically on the target areas was developed. The first was to initiate a developmentally appropriate alternative program using the Community Service Grant to address the needs of elementary and middle school students. Parent participation is required for a student to be involved in the program. FSR, a recognized counseling provider, was contracted to deliver anger management and conflict mediation to the students in the Community Service Program. SDFSCA funds were used to provide the contracted services. Monitoring behavior records and portfolio development, we have found the students to be more positive and to be using appropriate social skills.

The second target group was ninth grade students at the high school. Using the services of FSR, additional support through group meetings and mediation was offered to the students within the school day. Students were chosen based on academic and behavior records from the middle school. The discipline records of the identified at-risk students has remained below the average for all students for the year.

Responsibility, social occupational skills and community adult mentors are major tenets of the Mid-Corp/Youth Corp programs offered to approximately 60 Staunton City youth by the local Office on Youth (OOY) each year. This service is available to Staunton City School students in part due to the SDFSCA funding and the willingness of the local Office on Youth to partner with the schools. For 12 weeks each year, students are paired with local businessmen to volunteer after school as a means of demonstrating the pre-vocational/social skills training learned in sessions led by OOO staff.

Through partnering with an adjacent school division, Staunton students are offered reduced suspension and academic credit if the child and parent agree to participate in the CHOICE program as first offenders of the division's drug policy. In six sessions, students and parents receive information on the dangers of drug use and ways to deter further abuse. Six to eight students participate per year with no second offenses reported to date.

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As a result of Safe and Drug-Free Schools (SDFS) funding, Suffolk Public Schools continues to implement the Mendez *Too Good For Drugs* program in all elementary and middle schools, including the alternative education program, one private elementary, and one private middle school. Selected teachers from grades K-8 including special education teachers were trained by the Mendez Foundation. During the 2004-2005 school year, the *Too Good for Drugs and Violence* high school curriculum was implemented after teacher training in our three public and one private high school. Implementation of these curriculums has given our division a comprehensive and sequential approach to consistent drug/tobacco education in grades K-10.

Every school in Suffolk (public/private) is assigned a drug contact representative who receives a stipend from SDFS funding. This person is responsible for providing educational information, training, prevention programs, and other activities for youth, staff, and parents. They also attend local, regional, and state conferences, conduct workshops, purchase materials with SDFS funds, and sponsor drug-free clubs or organizations in their assigned schools.

The Suffolk Substance Abuse and Youth Council along with Suffolk Public Schools annually conduct a Youth and Law Enforcement Day (YALE) focusing on safety, drugs, and the law. This day involves about 250 students from grades 4-12. Typically there are representatives from the Suffolk Police Department speaking on gun safety, *Class Action*, and peer pressure. The Virginia State Police provide a K9 demonstration and the Suffolk Fire Department provides a fire safety demonstration. The day concludes with lunch and closing remarks from a community official.

A needs assessment was conducted using the American Drug and Alcohol Survey in the spring of 2004. The results of the survey continue to show improvement in drug abuse awareness and changes in attitudes toward drug use as compared to the 2002 survey.

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The Safe and Drug-Free Schools (SDFS) program within Surry County Public Schools utilizes a comprehensive approach that helps produce more law-abiding citizenry of students throughout the school and community. The character education program is still being implemented beginning in grades pre-K through twelve. Brochures and pamphlets are distributed throughout the district pertaining to the consequences and repercussions that can result from drug and alcohol abuse. At the elementary level, the *PATHS* curriculum (Promoting Alternative Thinking Strategies) is taught. This is a comprehensive program for promoting emotional and social competencies and reducing aggression and acting-out behaviors, while simultaneously enhancing the educational process in the classroom. At the middle school, from the Channing Bete Company, the *Program for Youth Negotiators* is utilized. This program offers negotiation and conflict resolution as real and compelling alternatives to fighting and giving-in. The *Program for Youth Negotiators* brings a positive, original approach to violence prevention to children at a time when prevention effects can have the most success. The high schools students embarked upon a program entitled, *Peer Mediation: Conflict Resolution in Schools*. With this program, a diverse group of student leaders were trained to help their peers resolve a range of interpersonal conflicts. It provides a comprehensive introduction to conflict resolution and peer mediation.

Surry County Public schools works in a collaborative manner with other community agencies. Students in grades five and six participate in the *D.A.R.E.* program, which is sponsored through our local police department. Also, the school division works in conjunction with the Office on Youth. Sessions are sponsored through the Regional Drug-Free Alliance program for parents of middle school students entitled, *Families that Care: Guiding Good Choices*. This program helps to increase the involvement and interaction between parents and children, reduce family conflict and promotion of good behavior through better and more consistent family management.

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Through our health and physical education classes, we are able to provide instruction to our students regarding the dangers of using alcohol, drugs, and tobacco. Our curriculum is supplemented with instructional resources that include research-based modules. Each module includes one parent and six student videos, a reproducible student workbook, group projects, role plays, a teacher's guide including lesson plans, staff and parent training guides, pre- and post-assessments, bibliography, and four full color posters.

Through our guidance programs, we are continuing with our division-wide initiative on character education. Researched-based instructional modules have been purchased to be used in small group guidance and counseling sessions to address alcohol, drug, and violence prevention, as well as positive social skills. We are continuing our annual Red Ribbon Week activity that encourages students to show their support for the division-wide team efforts against alcohol, drugs, tobacco and violence. Printed pamphlets, brochures, newsletters and other publications have been made available to parents.

We are continuing our partnership with the Department of Corrections in the implementation of the *D.A.R.E.* program for students in grades K-5. We are also continuing our partnership with District 19 Community Services Board in providing training for a conflict resolution program that will be implemented in our middle school next year.

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We continue to have several programs and activities that we feel are being successfully implemented in Tazewell County Public Schools and in the communities in which we serve. These programs have been in place for several years now and we can see where they are beginning to have a direct impact on student performance and overall student achievement.

Al's Pals: We are in the third full year of implementation of the *Al's Pals* program for our Head Start, Pre-K and Kindergarten age children. This program is designed to provide children with strategies to deal with aggressive and antisocial behavior. Our data indicates a marked improvement in student behavior with fewer reports of violations of our behavior policies at all levels. This program has also given our schools an opportunity to develop a collaborative working relationship with other outside agencies that provide this same program for our younger children.

Life Skills: We are in the third year of implementation of the *Life Skills* program for grades 5-8. We initially began the program with level one for all classes. Beginning with the 2002-2003 school year we provided the basic program in grades 6-7 with booster programs in grades 7-8. Program instructors indicate this is well received and has provided students with an opportunity to discuss the real-life impact of tobacco and addictive substances. By building a database of student responses through the PRIDE survey and LST Survey and comparing this with actual student behavior, we hope to better address the needs of this age group in dealing with substance abuse. In addition this year we have implemented this program in grades 3-5 with the program being offered in the Spring 2005.

Lions Quest: We are in the second year of the *Lions Quest* program for our middle school age students. This program was developed jointly with the Virginia Tech Extension Service to provide instruction and activities for middle school age students to improve character traits and behavior that would lead to improved student behavior and increased academic achievement. Each of our four middle schools is served by a coordinator who provides the directed instruction and resources for this program.

All Stars Core Program: This program is intended for middle school age youths--between 11 and 15 years old. The program addresses four topics important to developing positive character: developing positive ideals; creating a belief in conventional norms; building strong personal commitments; and bonding with school and family. A targeted group of 125 students is served by this program. Additionally, we have implemented a *Junior All Stars* program as a pilot program in one of our larger elementary schools.

Character Counts and character education: A character education program has been implemented in our school system to stress the importance of being a good citizen. Through workshops and training for staff and students, individuals have been given the opportunity to be involved in service learning projects that give back to their schools and their communities. A character education coalition that is representative of the schools, communities and service organizations in our county, meets monthly to provide direction and resources for the implementation of our character education curriculum. In addition, our county has employed an individual to serve as a liaison between our school system and county agencies to coordinate our efforts in character building.

Substance Abuse Task Force in Rural Appalachia: This task force serves as a coalition to unite all agencies and interested parties in our county to include the Commonwealth Attorneys' office, all law enforcement agencies, all human service agencies and the school system, in providing a united front in the effort to provide preventive programs, resources and personnel to provide safe and drug-free communities. This collaborative effort has provided us with numerous opportunities to have a positive and effective impact on our respective communities. Student programs, parent training and workshops in violence and substance abuse prevention have all been goals for this task force which meets on a monthly basis.

VIRGINIA BEACH CITY

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Funding available through the SDFSCA Title IV Grant provides programs in grades K-12 to continue to give all students the knowledge and skills to resist experimenting with illegal substances and participating in harmful and illegal behaviors, thus creating an environment that is safe, drug-free, and conducive to learning. Funds in Virginia Beach City Public Schools are used to support the following prevention strategies/activities:

- *Second Step* is a research-based violence prevention curriculum that is a mandatory component of the elementary health curriculum for grades 1-5. The program's goals include developing student understanding of social and emotional behavior, reinforcing positive social behaviors to acquire language and communication skills, and introducing parents to tools that reinforce positive behaviors at home. Initiating this curriculum will address bullying, self-control, self-esteem, and friendship in an effort to provide a safe, comfortable environment that is conducive to the learning process.
- *Choices* is an after-school, ten session instructional program designed to serve middle and high school students who consistently demonstrate inappropriate behaviors, excluding truancy, that interfere with learning. The *Choices* curriculum provides students with information and activities to develop skills necessary to make appropriate choices and understand the impact of anti-social behavior on their lives and the lives of their families and communities. VBCPS Student Support Specialists and certified intervention specialists from Virginia Beach Human Services teach *Second Step* and *Reconnecting Youth* research-based social skills curricula which address topics related to at-risk students such as motivation, self-esteem, and appropriate decision-making. Placement in the *Choices* program is offered to students in lieu of suspension from school.
- *Student Support Services* are provided to at-risk students in grades 6-12 by VBCPS student support specialists. These specialists provide assistance to secondary schools on the implementation of student support teams, identify appropriate interventions for students identified as being at-risk, ensure the effective and efficient transition of students between alternative programs, alternative centers, and home schools, assist in the coordination of alternative services for students with school administrators and counselors, research and provide focused professional development for administrators and teachers on substance abuse and anger management topics, coordinate available community resources to support students in crisis, and provide informational workshops to parents, teachers, and administrators.

- *Aggressors, Victims, And Bystanders* (AVB) is a “promising practice” program that delivers a strong violence prevention curriculum to all seventh grade students in VBCPS health classes. AVB is a mandatory component of the health curriculum. Three of the 11 total class sessions are taught by the Virginia Beach Police Department school resource officers.
- The *Options, Choices, And Consequences* (OCC) curriculum addresses the issues of gun violence and the consequences of violent behavior. The program is offered in collaboration with the Virginia Beach Police Department to all ninth grade students in the division and supports the AVB program goals by reinforcing consequences to negative behavior and poor choices. The community supports this curriculum by providing assistance from the Commonwealth Attorney’s Office and/or the legal community, as well as aid from local trauma team experts.
- *Every 15 Minutes* is a project to reinforce the fact that a person dies every 15 minutes in an alcohol-related accident. This massive community project involves the targeted school, the Virginia Beach Police Department, fire and rescue teams, hospital and trauma teams, clergy, parents, hotels, and a funeral home. Community and parental involvement in this event is key. This activity is intentionally scheduled during the spring when students are participating in events such as prom, ring dance, and graduation.
- *First Tee* is a nationally recognized program provided locally with support from the Hampton Roads Junior Golf Foundation, the City of Virginia Beach, the Tournament Players Club of Virginia Beach, and the YMCA of South Hampton Roads. In Virginia Beach City Public Schools, this activity specifically targets elementary school students, providing identified at-risk youth with the opportunity to develop life skills, set goals, develop leadership, and accept responsibility. It is a six-week course that meets two days a week for one-and-a-half hours.
- *Question, Persuade, Refer* (QPR) is a nationally recognized suicide prevention training program provided to teachers, counselors, police officers, and parents by a certified instructor (school nurse in VBCPS). QPR focuses on the signs and symptoms of suicidal students and addresses the process for referring identified students to appropriate treatment or counseling. QPR training is also offered to community groups including religious organizations, Parent Teacher Student Associations (PTSA), and law enforcement officers.
- *Celebrate Life*, all-night graduation celebrations for Virginia Beach high schools, takes place annually. Title IV funding is used to provide security, postage, and workshop training related to this event. *Celebrate Life’s* success is measured by the high number of students, teachers, and parents that attend and/or volunteer to support this alcohol-free celebration.
- The *Youth Alcohol And Drug Abuse Prevention Project* (YADAPP) registration fees for two teams of Virginia Beach City Public Schools teenage students to attend the annual YADAPP Conference are funded by this grant. Conference participants develop

leadership skills and behaviors that they are encouraged to demonstrate upon their return to high school. In addition, funding will be utilized to conduct a youth forum in conjunction with the Virginia Beach Youth Opportunities Office to ascertain the needs and concerns of our students.

- *Safety Camp* is a program designed to teach life skills to participating third grade students identified as at-risk or latch-key. This program is offered during spring break in collaboration with the Virginia Beach Parks and Recreation department. Camp activities are carefully planned for the week and include topics such as safety, stress solutions, emergency response, anti-bullying, stranger danger, and decision-making skills.
- The *Substance Abuse Intervention Program (SAIP)* and the *Anti-Tobacco Use Program (ATUP)* are intervention programs available to all middle and high school students in lieu of suspension or expulsion for specific violations of the VBCPS' student code of conduct. Both programs are offered in conjunction with Virginia Beach Human Services and require a parent component and mandatory follow-up for participation. A certified teacher and a program assistant provide instructional support to students to assist their completion of home school academic assignments.

WARREN COUNTY

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Through the use of Safe and Drug-Free program funds, Warren County Public Schools provides direct instructional opportunities to elementary and middle school students using the *Too Good For Violence* program. This is also supported by in-kind contributions from a local group, the Warren Coalition for Health. The overall goal is to reduce the number of incidences of bullying K-8. So far during the 2004-2005 school year, there has been a reduction in the number of reported incidences of bullying over the previous school year. If the trend continues, by the end of the 2004-2005, bullying will have been reduced by at least 15 to 20 percent. The coalition also works with elementary through high school students using the *Too Good for Drugs* program.

Warren also operates Saturday Academies for middle and high school students. These programs are directed by middle and high school administrators. The target audience includes students who have a history of failure to attend school and are disruptive when they do attend school. Both the *Too Good for Violence* and *Too Good for Drugs* materials are used in this program. Teachers are paid through SDFS funds. The Warren Coalition provides counseling services. This program is new for 2004-2005. If the data indicate that the program is successful, the program will be funded locally during 2005-2006.

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Washington County has worked hard to maximize efforts of all resources and materials available. By working with the Virginia Tobacco Settlement Grant and the Safe and Drug-Free School funds, we have been able to enhance our curriculum and instruction for all students. We have developed plans, implemented programs, and utilized all available staff and resources.

In-school drug prevention coordinators have contributed ideas on improving the curriculum and instruction of our Safe and Drug-Free Schools programs in each of the Washington County schools. A portion of the funds was allocated to each school. Some of the remaining funds have been used to update our videos and teaching resources. These materials are located at the central office and are available to all schools.

This year, we have had many notable achievements. A laptop was purchased to use with our student database software and a walkie-talkie phone has been placed at the entrance of our largest high school. This ensures that only authorized individuals will be permitted into our schools. Palm pilots have been purchased for our school resource officers. This allows them to have immediate photo identification for our students, as well as access to emergency contact information. Immediate parental notification is our goal. We have also hired a production company to speak to all middle school students about bullying.

Programs such as *Second Step*, *Life Skills*, *D.A.R.E.* and summer *Access* camps are offered to Washington County students. We believe that all staff and funding working in collaboration provides greater opportunity to reach all students and ensure their safety.

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Waynesboro Public Schools uses most of their Safe and Drug-Free grant money to supplement programs that have been adopted and purchased through local dollars.

The character education program that we use division wide in our elementary schools is called "WiseSkills". This program has been very successful with our students. Safe and Drug-Free Schools funds have been used to provide supplemental materials for this program.

We also have implemented the Community of Caring program in our middle and high schools. Safe and Drug-Free Schools funds have been used to support the training of staff in both the middle and high school.

One component of our program supports our local Office on Youth. These programs serve our children who have been expelled from regular classroom instruction. The staff at the Office on Youth works with our students both on academics and appropriate social behaviors. Supporting their program allows for some of our students to return to regular instructional programs and be successful both academically and socially.

The elementary schools have also begun working with awareness of "bullying" behaviors. This is for students, as well as staff. Our elementary guidance counselors have received training and provide these lessons.

Safe and Drug-Free Schools funds support guidance counselors in the division with staff development opportunities. Some of these have been through attendance at regional and state guidance counselors conferences, as well as other more specific workshops based on needs determined by individual school improvement plans.

Safe and Drug-Free Schools Funds have also supported the division's efforts to increase student safety and security of our buildings. These funds have helped support the purchase of identification software/hardware for each building to use with outside visitors coming to their facilities. In partnership with the local police department, we have been able to provide security locks for our buildings that provide quicker and more efficient access to our buildings, especially after hours.

The School Health Advisory Board has remained our advisory board and continues to provide guidance on program and funding recommendations based on information they receive through the Youth Risk Behavior Survey.

WESTMORELAND COUNTY

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Westmoreland County Public Schools, with its community of students, parents, and staff, strive to maintain a safe and drug-free school setting. Guidance counselors at the elementary level engage in lessons for all students at least once a month with reinforcement from the school resource officer. Noted artist Curtis Coleman presented programs at each school featuring, "Songs of Safety". An additional production was offered during the PTA meeting for parents and other community members.

The middle school guidance counselor's curriculum provides for getting along with others, bullying, drug abuse, mutual respect, and peer pressure. The middle and high school also offers an extended day for students in grades 6-12 in science, social studies, reading, and math for remediation. Transportation is provided and learning groups have a student-teacher ratio of no more than ten to one.

Saturday school is offered at the middle school as well as the high school. Students may attend for additional help and/or make up time missed from the regular school day.

The *Too Good For Drugs/Too Good For Violence* program is successfully established at the high school. It is a youth risk prevention project that pairs juniors and seniors with the fourth grade department in each elementary school. Its presence is strongly felt throughout the community. Older students mentor younger students hopefully ensuring a safer community for all.

The day/evening school program for grades 6-12 is held four days a week. This program serves students who have been long-term suspended or expelled. It gives them a second chance for learning, while still maintaining a safe and orderly environment in the regular school setting. The program provides students with counseling two days a week and participants must meet certain criteria to attend.

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The *American Drug and Alcohol Survey (ADAS)* was administered to West Point fifth, sixth, ninth and eleventh graders in October 1999 and most recently in October of 2002. The results showed that 17% of our fifth graders (down from 26%) and 18% of our sixth graders (same as 1999) have tried alcohol; 17% of our fifth graders (up from 9%) and 12% of our sixth graders (same as 1999) have tried inhalants; and 5% of our fifth graders (down from 9%) and 4% of our sixth graders (down from 10%) have tried cigarettes. According to the *ADAS* developers and based on national research, any child who has ever tried alcohol or a drug might be considered "at-risk."

West Point Public Schools set out to help decrease alcohol, cigarette, and inhalant use by the students. The schools' health and safety committee reviewed the data from the survey. It was felt that a comprehensive drug resistance program must be implemented to provide correct factual information about drugs, provide drug resistance messages and opportunities to practice the resistance messages, and change the perceived attitudes that "everyone" is doing drugs.

Kindergarten through fifth graders now participate in the *Too Good For Drugs (TGFD)* program, funded through a Governor's Office for Substance Abuse Prevention (GOSAP) grant, which aims to teach all students that they are too good for drugs and to equip them with the knowledge, skills, and attitudes they need to remain drug-free. The program is based on the latest research about resiliency, risk and protective factors, and developmental assets-factors which research has identified as critical for young people's successful growth and development. The program provides students with the proactive support, positive role models and high expectations that research has shown to be the building blocks of healthy development. Five primary skill components are included: goal setting, decision-making, bonding with others, identifying and managing emotions, and communicating effectively. *TGFD* is known to be effective in reducing risk and enhancing protective factors that affect alcohol, tobacco and illegal drug use; reducing intentions to use alcohol, tobacco, and illegal drugs; developing more appropriate attitudes toward alcohol, tobacco, and illegal drugs; improving decision making, goal setting and peer resistance; and increasing friendships with peers less likely to use alcohol, tobacco, and illegal drugs. *TGFD* has been designated a Model Program by the SAMHSA and has been selected for prevention excellence by the Southeastern Association of Safe and Drug-Free Schools. Every activity has been field-tested in culturally diverse settings.

Sixth graders continue in the *Project Charlie Drug Prevention* curriculum, to increase their knowledge of the harmful consequences of chemical use, and increase their decision-making skills necessary to say "no" and assertiveness techniques to avoid the pressure to use drugs. Each grade receives separate lessons focused on four units: self-awareness, relationships, decision-making and chemical use in society. Seventh and eighth graders participate in *Project*

Alert, a middle school effective drug prevention curriculum. Support activities related to drug and violence prevention utilized by the division are: (1) a *D.A.R.E.* (Drug Abuse Resistance Education) Officer who teaches a ten-week program to our fifth graders in recognizing and resisting the pressures that influence them to experiment with drugs, (2) YADAPP (Youth, Alcohol and Drug Abuse Prevention Project) participation in which a team of 4 high school students and one adult sponsor attend an annual conference to develop a plan of action to take back to our school and implement the following school year, (3) Prom Promise activities, and (4) awareness activities such as Red Ribbon Week (drug awareness) activities, character education activities, student leadership conferences and activities, and lessons integrating drug awareness into health, physical education, guidance, counseling, and driver education curricula.

The *ADAS* will again be administered in October 2005 and the *Virginia Adolescent Resiliency Assessment (VARA)* will be administered again in May 2005. Efforts will then be underway to share the results with the community, analyze the results, and adjust our prevention efforts based on the outcome of the surveys.

WILLIAMSBURG-JAMES CITY COUNTY

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The Williamsburg-James City County school division continues to make the effort of reducing substance abuse and its related negative issues a major emphasis for the schools and the surrounding community. The Department of Student Services staff provide ongoing intervention services for students who have been identified as being involved with illegal and controlled substances while on school grounds or involved in school related activities.

Penalties for violations include a ten-day suspension with a recommendation for expulsion by the school principal. During the ten-day suspension, a disciplinary hearing is held with the student, parent/guardian, principal, and Director of Student Services. In cases of first offense and where the student is not involved in sales or distribution, the expulsion may be held in abeyance pending attendance and satisfactory completion of a substance abuse education program. During this period of time the student will submit to numerous drug screens. The student will continue in the program until released by the substance abuse education provider. Safe and Drug-Free Schools program funds provide for the operation of this program. Students (and parent/guardian) also attend an initial screening together to allow substance abuse counselors to assess the degree of involvement and necessary support.

Although there have been numerous first time referrals to this program, there have only been two repeat offenders. Through the coordination and constant communication between school division staff and the substance abuse prevention staff, student continued monitoring has greatly increased the success rate of this program. Additionally, because completion of the program is the basis for holding the expulsion in abeyance, staff is able to keep the student in the program until it is determined that they are ready to leave.

WINCHESTER CITY

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We are in our second year of offering *Project Towards No Drug Use (TND)* with an indicated population. *TND*, a SAMHSA model program, uses a very interactive format in order to help high school age students resist drug use. It is a 12-week program utilizing 40-50 minute lessons. We have used *TND* with a selective group of students who have admitted drug use and wish to explore abstinence. However, the program would be great for a health class setting as well.

Project TND uses group discussions, games, role playing exercises and student workbooks. Two lessons cover the impact of alcohol and marijuana use on family members by student role playing as participants in a TV talk show format. Other activities discuss myths associated with drug use in a non-confrontational manner. The thought patterns that are associated with alcohol and drug use are challenged through activities. Other topics discussed are stress management, goal setting, and communication styles. Therefore, the students are not left feeling as if it's just another "drug class".

While pre/post measures indicated a decrease in use, the best testimony came from a student after our first meeting last year. She adamantly stated, "I've got some friends that need to be in here!" The next week the group was significantly larger.

WISE COUNTY

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A major focus of Wise County's Safe and Drug-Free Schools program is bullying prevention and intervention. The *Second Step* program, a nationally-acclaimed and proven effective violence prevention program, is taught to all fifth-grade students. *Second Step* is a Substance Abuse and Mental Health Services Administration (SAMHSA) model program and a USDOE Safe, Disciplined, and Drug-Free Schools Expert Panel exemplary program. Students in the primary, elementary, and middle school grades with three bullying offenses are referred to a violence prevention specialist, who works with the bullies, the victims, their families, and school personnel. High school students with bullying offenses are referred to SAP counselors who have been trained in bullying prevention techniques. The violence prevention specialist and the SAP counselors use bullying prevention/intervention methods based on the work of Dr. Dan Olweus, a noted authority on bully/victim problems. The *Olweus Bullying Prevention Program* has been designated a model program by SAMHSA and the Office of Juvenile Justice and Delinquency Prevention. The violence prevention specialist and SAP counselors provide yearly bullying prevention training to teachers and other school staff.

With a goal of preventing alcohol, tobacco, and other drug use, Wise County Schools implements the *Life Skills Training* program with all sixth, seventh, and eighth grade students. *Life Skills Training* has been rated an exemplary program by the USDOE Safe, Disciplined, and Drug-Free Schools Expert Panel, and it is a SAMHSA model program. Health and P.E. teachers, who have been trained in program implementation, teach foundation lessons in sixth grade and provide booster lessons in seventh and eighth.

Data indicate that the Wise County Public Schools' program is showing success. From 2002-03 to 2003-2004, tobacco incidents at school decreased by forty-eight percent. In that same time period, there was an overall decrease in the total of alcohol, tobacco, and other drug incidents at school by forty-nine percent. From 2002-2003 to 2003-2004, bullying incidents decreased by 26 percent. In 2003-2004, 82 percent of students with incidents of violence did not recommit the offense after receiving interventions. Eighty-four percent of the fifth graders involved in *Second Step* scored 90 or above on an end-of-curriculum test. Seventy-two percent of students who participated in the *Life Skills Training* program increased their knowledge of refusal, coping, decision making, communication and other life skills as demonstrated by an increase of 20 points on their program post-test scores as compared to their pre-test scores.

WYTHE COUNTY

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Wythe County Public Schools utilize their school nurses, located at every school, as the primary source for delivery of Safe and Drug-Free Schools programs. During this past year, a special emphasis has been placed on the impact of bullying and harassment in the schools, including physical, emotional, verbal, and sexual implications. Bullying prevention programs and instruction have been presented in our elementary, middle, and high schools.

Other programs have included violence prevention, decision-making, and self-esteem. The middle schools have provided exploratory classes in anger management, peer pressure, and tolerating and accepting differences in others. The elementary and middle schools have adopted a safe and drug-free "theme" for each grading period and have incorporated that theme into the instructional programs where appropriate. All schools have adopted the philosophy that "an ounce of prevention is worth a pound of cure" in their approach to early identification of potential hazards as a means of reducing the incidences of violence and substance abuse issues.

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The York County School Division provides a comprehensive and successful Safe and Drug-Free Program. The program includes drug and violence prevention, as well as counseling and alternative settings for at-risk students.

Safe Kids Programs – The *Safe Kids Programs* in elementary and middle schools provide opportunities to teach students appropriate behaviors and the importance of avoiding substance abuse and violence. The *Safe Kids Program* incorporates strategies such as after school clubs, assemblies, and special events such as Red Ribbon Week. Students from Safe Kids and Club Pride (Queens Lake Middle School) participate in school presentations and in community events.

Quest and Life Skills Programs – The *Quest and Life Skills Programs* focus on deterring young children from substance abuse and from violence. Elementary and middle school counselors received training in *Quest* and/or *Life Skills*.

Parenting with Love and Limits - *Parenting with Love and Limits* is a series of eight parent and student sessions based on the research of Dr. Sells and the Savannah Family Institute. Sessions are led by Bacon Street counselors. In addition, the Bacon Street school-based prevention program addresses substance abuse and violent behaviors in middle and high school students, particularly those at greatest risk. Free family counseling is also provided through the College of William and Mary's New Horizons Counseling Services.

Bullyproofing – Three middle school and two elementary school teams continue to plan and implement a bully proofing program developed by Maria Bonds, Psy.D., and Sally Stoker, M.S.W. A common language of respect is promoted in the school, and staff members present six 30-minute violence prevention lessons for all students.

Hot Line – A York County School Division Hot Line is available so that students and parents can call anonymously to alert school officials to concerns or to situations in the school and in the community.

Based on the school needs assessment survey data from parents, community members, instructional staff, and students, the quality of school climate in York County was ranked 4.1 (on a scale of one to five with five being high). Alternative placements such as Enterprise Academy and the York County Virtual High School are available for students who commit conduct code offenses.